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ABSTRACT

This field-tested training packet, which was designed for adult literacy providers, contains preparation materials, facilitator's notes, handout masters, and transparency masters for two 3-hour sessions on learning disabilities (LD) in the workplace. (At the end of the first session supported by the packet, participants will be able to do the following: [1] identify a working definition of LD; [2] recognize characteristics of workers with LD and the effect of LD on performance in the workplace; [3] distinguish between screening and diagnostic testing and the uses of each; [4] identify the importance of self-determination, self-advocacy, and disclosure to successful workers with LD; and [5] begin a planning process for helping adults with LD become more successful in the workplace. At the end of the second session, participants will be able to do the following: [1] identify the legal rights of workers with LD; [2] suggest possible workplace accommodations for employees with LD; [3] discuss issues for workers with LD on getting and keeping a job; [4] identify disability-friendly strategies for the workplace; [5] recognize psychosocial issues for employees with LD; [6] present a professional development sequence and lesson plans appropriate for workplace literacy programs; and [7] identify 3 model workplace programs that address issues related to LD.) Includes 14 references and a list of online resources. (MO)

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ED 480 446

Learning Disabilities in the Workplace

A Professional Development Packet

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SESSION 1

A Publication of

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Overview

Learning Disabilities in the Workplace was designed for adult literacy providers. The training is divided into 2 three-hour sessions that have been field tested in a variety of different settings. If providers are new to adult education in the workplace or working with adults with disabilities they may need to spend more time on specific sections. Facilitators can choose to customize the training to best meet their groups' needs.

This first 3-hour session is an awareness session that will help participants understand what learning disabilities are and recognize the consequences of those disabilities on performance in the workplace. The nature and characteristics of learning disabilities and their relationship to the SCANS competencies, skills, and personal qualities are discussed. An overview of screening and diagnostic testing for learning disabilities is presented. Participants also explore the related issues of self-determination, self-advocacy, and disclosure as well as the importance of these issues to the full and independent functioning of adults in the workplace.

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T-E	SCANS Skills and Personal Qualities – A Three-Part Foundation
T-F	Definition of Learning Disabilities Exercise
T-G	Major Components of a Learning Disabilities Definition
T-H	Four Stages of Information Processing and Related Disabilities
T-I	Problems on the Job for Workers Who Have LD
T-J	Characteristics of LD Screening
T-K	Characteristics of Diagnostic Testing
T-L	Dangers and Benefits of Screening and Diagnostic Testing
T-M	Screening and Referral for Diagnostic Testing Exercise
T-N	Successful Adults with LD
T-O	Common Strengths of Successful Adults with LD
T-P	Common Challenges of Successful Adults with LD
T-Q	What is Success? Quotes from Successful Adults with LD
T-R	Self-Determination Exercise
T-S	Definition of Self-Determination
T-T	Steps for Self-Determination
T-U	To "D" or Not to "D" Exercise
T-V	Questions to Prepare for When Disclosing a Learning Disability

Overview: Learning Disabilities in the Workplace

Objectives: By the end of this session, participants will be able to:

1. Identify a working definition of learning disabilities;
2. Recognize the characteristics of workers with LD and the effects of LD on performance in the workplace;
3. Distinguish between screening and diagnostic testing and the uses of each;
4. Identify the importance of self-determination, self-advocacy, and disclosure to successful workers with LD; and
5. Begin planning a process for helping adults with LD become more successful in the workplace.

Time Requirements:[1]

Total time required for Session 1 is approximately 3 hours

Materials Checklist:√

Hardware:

___ Overhead projector, screen, and flipchart stand (if used)

Software:

___ Session 1 Handouts
___ Session 1 Transparencies
___ Blank transparencies and transparency pens
___ Flip charts, pens, masking tape, and name tags

Preparation Checklist:√

___ Duplicate handouts
___ Check equipment to be sure it is working properly
___ Set up the room(s) where training activities will take place[2]

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[1] Facilitators should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, facilitators should be familiar with the materials prior to the workshop in order to select specific activities to present if some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

[2] Session activities include both large and small groups. Therefore, the room should be arranged to allow participants to move about easily. Facilitators should ensure that all participants can see flip charts and overheads.

Outline for Session 1

Materials	Activities	Estimated Time
H-1, H-2 T-A, T-B	I. Agenda, Objectives, Introduction	45 minutes
H-3, H-4, H-5, H-6, H-7, H-8 T-C, T-D, T-E, T-F, T-G, T-H, T-I	II. SCANS and Learning Disabilities	35 minutes
	BREAK	15 minutes
H-9, H-10, H-11, H-12, H-13 T-J, T-K, T-L, T-M	III. Screening and Diagnostic Testing	20 minutes
H-14, H-15, H-16, H-17, H-18, H-19, H-20, H-21, H-22, H-23, H-24, H-25, H-26, H-27 T-N, T-O, T-P, T-Q, T-R, T-S, T-T, T-U, T-V	IV. Successful Adults with LD: Self-Determination	45 minutes
H-28, H-29, H-30	V. Interim Task	15 minutes
	VI. Wrap-Up of Session 1	5 minutes
	Total Time Required	180 minutes [3

Preparation for Session 1:

The following tasks should be completed *before* Session 1 of the workshop:

- **Send out flyers** announcing the workshop series.
- **Send a participant questionnaire** to all persons responding to the flyer, particularly if there is information about participants that you would like to have prior to the session. The suggested maximum number of participants for each workshop is 30.
- **Arrange for a place to hold Session 1** and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating 4 to 6 participants each. Arrange for refreshments, as appropriate.
- **Order audio-visual equipment** (e.g., VCR and monitor, overhead projector, screen, flipchart and markers). Before the session begins, check to see that all AV equipment is working.
- **Duplicate all handouts for Session 1 (H-1 through H-30)** and collate and arrange them into packets for participants. By providing a packet of materials to each participant at the start of the workshop, you can avoid the disruption often caused by intermittent distribution and handling of materials.
- **Duplicate those few remaining handouts,** if any, that will not be part of the packet because they contain answers to exercises.
- **Make transparencies (T-A through T-V)** from the transparency masters for Session 1.
- **Read the Facilitator's Guide for Session 1.** Review handouts and transparencies to ensure they are in order.
- **Provide any supplemental materials needed** such as realia, video clips, manipulatives, etc.

Facilitator's Notes: Session 1

Note: The following activity must move along smartly or it will eat up the first hour of the workshop. Begin on time even if everyone doesn't appear to be there. They can read H-1 and H-2, if late.

Materials	Activities	Time
	I. Agenda, Objectives, Introduction	**45 Minutes**
	A. Welcome and Agenda	10 Minutes
	Welcome participants to the session and explain that it is the first of two, 3-hour sessions related to LD in the workplace. Tell them the session will move along at a steady pace and will involve both presentations and participant activities. [Show Agenda, T-A, and call attention to H-1 in the handout packet.] Cite only the major content of Session 1:	
T-A; H-1	➢ An introduction to SCANS ➢ A working definition of learning disabilities ➢ Characteristics of workers with LD that relate to workplace skills ➢ An overview of screening and diagnostic testing for LD ➢ Self-Determination, Self-Advocacy, and Disclosure ➢ An assignment of a task and preview of Session 2	
T-B; H-2	**B. Objectives**	5 Minutes
	Tell participants the major purpose of this workshop is to provide them with an awareness of learning disabilities and their effect on both workers and employers in the workplace. Explain that this first workshop will enable them to achieve these objectives. [Show T-B and refer them to H-2 in the handout packet.]	
	Introductions	30 Minutes
	Now that participants understand the agenda and purpose of today's session, tell them you would like to know more about their reasons for being there. If the group is small [10-15], have each one give her/his name, position, and one reason for attending this session. If the group is large, have some cite a reason for attending and ask how many others had the same reasons. Ask for a different reason and how many had THAT reason, etc., until the reasons have been exhausted. Next, introduce yourself(ves) as presenter(s) and briefly cite your experience in the area of LD/workplace. [If there is more than one presenting, you may want to introduce each other.]	

Materials	Activities	Time
	II. SCANS and Learning Disabilities	
	A. Review of SCANS	20 Minutes
T-C	Ask for a show of hands of those familiar with SCANS. Ask if anyone knows what the acronym SCANS stands for. After responses, show T-C. Explain the SCANS acronym and that it represents the collective thinking of business executives from around the country of the skills and competencies that workers need to be successful in tomorrow's workplace. Explain that SCANS has had a major influence on current federal legislation, such as the Workforce Investment Act [WIA] and national accountability requirements.	
T-D H-3 T-E H-4	Show T-D [SCANS-Five Competencies] and T-E [SCANS Skills and Personal Qualities] and refer to H-3 and H-4. Ask if participants agree that these are crucial for employee success in an increasingly technological, interactive workplace. Suggest that achieving these characteristics, skills, and personal qualities may be especially difficult for workers who have a learning disability.	
	B. Learning Disabilities Definition	10 Minutes
H-5; T-F	Have participants, in pairs, turn to H-5 (show T-F) and write THEIR definition of a learning disability. Ask for responses and write some of the key words or phrases on a chalkboard, flipchart, or blank overhead transparency.	
H-6 T-G	Refer to H-6 and show T-G [this is NOT part of the handout packet because it has answers to the H-5 exercise]. Discuss similarities and differences.	
T-H H-7	Show T-H [Four Stages of Information Processing]. Explain that persons with LD can demonstrate difficulty at one or more stages of information processing.	
	C. Relationship of SCANS to Learning Disabilities	5 Minutes
T-I H-8	Next, refer to T-I and H-8 [Problems on the Job for Workers with LD]. Have participants [alone or in pairs] place a check mark [√] in the space before the characteristic if it does NOT relate to any of the SCANS characteristics, skills, or personal characteristics. [Allow only 5 minutes for this activity.] Get feedback for those items NOT related.	
	Break	15 Minutes

Materials	Activities	Time

III. Screening and Diagnostic Testing

T-J
H-9

Ask if anyone knows the difference between screening and diagnostic testing for learning disabilities. Get feedback.

T-K
H-10

20 Minutes

Note: It is not necessary to write these responses. Accept answers without comment. Summarize the differences [whether or not these have been correct responses], referring participants to T-J and H-9 (Characteristics of LD Screening) and to T-K and H-10 (Characteristics of Diagnostic Testing).

H-11
H-12
T-L
H-13
T-M

Provide a quick summary of available SCREENING instruments, referring to listing on H-11. Then ask participants to form small groups of 3 or 4 each. Ask the small groups on one side of the room to identify the dangers and benefits of LD screening of employees, and ask the rest of the small groups to identify the dangers and benefits of diagnostic testing of employees [use H-12; show T-L]. Point out for H-13 and T-M that, when employees are singled out to be screened, the employer must obtain written consent from the employee. In some instances, employees may be referred for diagnostic testing through rehabilitation programs, Social Security, or university degree programs in special education. Likewise, some community agencies may sponsor diagnostic testing. Ask for responses from some of the groups.

(Suggested Answers Follow.)

Screening Benefits:

- Suggests likelihood of presence of LD.
- Identifies persons who are appropriate candidates for referral to diagnostic testing.
- Provides an opportunity for employee and supervisor to discuss performance-related difficulties and to determine if modifications can be made, even without referral of employee to diagnostic testing.

Screening Dangers:

- Screening results are indefinite at best and do NOT identify the presence of LD.
- There is the danger of inadvertent (or even blatant) labeling of certain employees as having LD.
- There is the danger of employees' not having appropriate information about next steps (i.e., screening results are positive, but employee does not know where to turn for help).
- In the event of a breech of confidentiality about screening results, there is danger of an employee's facing the ridicule of co-workers who are not adequately informed about learning disabilities.

Diagnostic Testing Benefits:

- Identifies with certainty the nature of the disability and how it may affect on-the-job performance.
- Identifies accommodations that can help the employee meet with success.
- Provides professional observation.
- Shows individual's strengths and weaknesses.
- Considers the individual's background information.
- Can increase the employee's self-knowledge and self-confidence by providing information about accommodations/modifications needed for the individual to meet with success on the job.

Diagnostic Testing Dangers:

- Depending on the evaluator, scant information may be provided about appropriate interventions that can help the individual meet with success. Diagnosis without recommendations for interventions is useless.
- There can be a negative effect of the LD label.
- There is danger of an employee's facing the ridicule of co-workers who are not adequately informed about learning disabilities.
- Tests are culturally biased (based on the tests' norming population, not inclusive of all cultures).
- Written report can provide extraneous information that is useless and has potential for misuse.

Materials	Activities	Time
	IV. Successful Adults with LD: Self-Determination	**45 Minutes**
T-N; H-14; T-O; T-P H-15; H-16	Discuss the landmark study of successful adults with LD by Paul Gerber and Henry Reiff. [Show T-N on Successful Adults with LD and refer them to H-14.] Tell them that Gerber and Reiff studied 67 successful adults with LD and found some commonalities among all subjects. [Show T-O and T-P, Strengths and Challenges of Successful Adults with LD, and call attention to H-15 and H-16 in the handout packet.] Then refer them to Quotes from Successful Adults with LD on Definition of Success [T-Q and H-17]. Ask them what is noticeably missing from the various definitions of success (answer: money). Tell them that that successful adults with LD all demonstrate the concept of self-determination. Ask them to write their own definition of self-determination and then, with a partner, share their definition and list some characteristics of self-determined employees [T-R and H-18]. Now show them Wehmeyer's definition of self-determination [T-S and H-19]. Show them Field and Hoffman's model, walking them through the steps for self-determination [T-T and H-20].	
T-Q, H-17		
T-R; H-18; T-S; H-19; T-T; H-20		
	A. Case Study	
H-21 H-22	Refer them to Charles's Case Study [H-21]. Have them read Charles's case study and, in groups of 3 or 4, answer the questions on the handout [H-22]. Ask for responses from some of the small groups. Tell them that self-determination is important for all employees, but that it is particularly important for employees with LD.	
	B. Self-Advocacy and Disclosure	
T-U; H-23	Tell participants that, to be successful on the job, employees with LD must know their strengths and needs; they must know the job accommodations they need; and they must ask for the accommodations they need. Tell them that it is sometimes difficult for an employee to disclose the presence of a learning disability. Ask them, in their same small groups, to list the pluses and minuses of disclosure [T-U and H-23]. Have them report out some responses (Accept all answers). Then ask them to brainstorm some workplace changes that might encourage or facilitate an employee's decision to disclose [T-U and H-23]. Share with them How To Disclose [H-24]. Refer them to Disclosure of the Disability [H-25] and to the questions that an employee must be prepared to answer when requesting accommodations on the job [T-V]. Refer them to examples of persons who were able to accommodate their disabilities **without disclosing** [H-26]. Ask them at what point they think it is imperative for an adult to disclose the presence of LD.	
H-24		
H-25		
T-V		
H-26		

Materials	Activities	Time
	(Answer: when a specific accommodation such as an assistive technology is needed or when a boss seems to be disinclined to allow a requested modification on the job). Finally, ask them to identify some solutions for the examples [H-27] of persons who want workplace accommodations but who do not wish to disclose the presence of a learning disability.	
H-27	**Note:** Because there are many possible accommodations, there is no answer sheet for H-27. Facilitators should use their own judgment in accepting answers.	
	V. Interim Task	**15 Minutes**
H-28 **H-29; H-30**	Call attention to H-28 which lists 2 interim tasks. Ask participants to select either the administrator task or the instructor task, as appropriate. The task for them to complete is described and an accompanying worksheet is provided: select either H-29 [administrator task] or H-30 [instructor task]. Ask participants to take 5 minutes to review these tasks and forms and be prepared to ask questions or suggest their approach. Allow 5 minutes for that feedback.	
	VI. Wrap-Up of Session 1	**5 Minutes**
	Thank participants. Tell them you are excited about their ideas and look forward to their completed interim tasks. Remind them of Session 2 and give dates and place, if known. Indicate what the content of Session 2 will be: Legal Rights and Accommodations, an exercise on Getting and Keeping a Job, Disability-friendly Strategies for the Workforce, and Psychosocial issues in the Workplace, and a look at some model programs in the workplace. Session 2 will focus primarily on their interim assignment reports.	

HANDOUT MASTERS FOR SESSION 1

AGENDA

Session 1: Awareness of Learning Disabilities in the Workplace

Agenda and Objectives

Introductions

SCANS Competencies, Skills, and Personal Qualities

Learning Disabilities Definition

Relationship of SCANS to Learning Disabilities

Screening and Diagnostic Testing

Self-Determination, Self-Advocacy, and Disclosure

Interim Task

Wrap-Up

OBJECTIVES FOR SESSION 1

Awareness of Learning Disabilities in the Workplace

By the end of Session 1, participants will be able to:

- Identify a working definition of learning disabilities;
- Recognize the characteristics of workers with LD and the effects of LD on performance in the workplace;
- Distinguish between screening and diagnostic testing and the uses of each;
- Identify the importance of self-determination, self-advocacy, and disclosure to successful workers with LD; and
- Begin planning a process for helping adults with LD become more successful in the workplace.

SCANS - FIVE COMPETENCIES

1. RESOURCES: (Identifies, organizes, plans, and allocates resources)
   - A. Time
   - B. Money
   - C. Material and facilities
   - D. Human

2. INTERPERSONAL: (Works with others)
   - A. Participates as member of a team
   - B. Teachers others new skills
   - C. Services clients/customers
   - D. Exercises leadership
   - E. Negotiates
   - F. Works with diversity

3. INFORMATION: (Acquires and uses information)
   - A. Acquires and evaluates information
   - B. Organizes and maintains information
   - C. Interprets and communicates information
   - D. Uses computers to process information

4. SYSTEMS: (Understands complex inter-relationships)
   - A. Understands systems
   - B. Monitors and corrects performance
   - C. Improves or designs systems

5. TECHNOLOGY: (Works with a variety of technologies)
   - A. Selects technology
   - B. Applies technology to task
   - C. Maintains and troubleshoots equipment

SCANS SKILLS AND PERSONAL QUALITIES: A THREE-PART FOUNDATION

1. Basic skills:
   - A. Reading
   - B. Writing
   - C. Arithmetic/Mathematics
   - D. Listening
   - E. Speaking

2. Thinking skills:
   - A. Creative thinking
   - B. Decision making
   - C. Problem solving
   - D. Seeing things in the mind's eye
   - E. Knowing how to learn
   - F. Reasoning

3. Personal qualities:
   - A. Responsibility
   - B. Self-esteem
   - C. Sociability
   - D. Self-management
   - E. Integrity/honesty

DEFINITION OF LEARNING DISABILITIES EXERCISE

Directions: For the following activities, you may work independently or with partners, depending on your style preference.

Write YOUR definition of learning disabilities.

MAJOR COMPONENTS OF A LEARNING DISABILITIES DEFINITION

Learning Disabilities Definition

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. (Rehabilitation Services Administration. (1985, January 24). Program policy directive. Washington, DC: U.S. Office of Special Education and Rehabilitation Services.)

Major Components of a Learning Disabilities Definition:

Learning disabilities:

1. is a general term for a heterogeneous group of disorders;
2. are manifested by significant difficulties in listening, speaking, reading, writing, or math;
3. are part of the person's make-up (i.e., they will not go away);
4. are presumed to be a dysfunction of the central nervous system;
5. may be discovered across the life span;
6. may RESULT in problems with behavior, social perceptions, and social interactions (but these problems are NOT the disability);
7. are NOT the result of other disabilities such as loss of sight or hearing, lack of intelligence, or lack of schooling.

Four Stages Of Information Processing And Related Disabilities

1. Input
   - Visual Perception Disability
   - Auditory Perception Disability

2. Integration
   - Sequencing Disability
   - Abstraction Disability
   - Organization Disability

3. Memory
   - Short-term
   - Long-term

4. Output
   - Language Disabilities: Spontaneous and Demand
   - Motor Disabilities: Gross and Fine Muscle Coordination

PROBLEMS ON THE JOB FOR WORKERS WITH LD

Inefficiency: It can take a worker with LD longer than others to do the same task.

Errors: Some adults with LD frequently make mistakes. The only way for them to keep from making errors is to be careful and to go slowly. This may cause decreased productivity.

Accident proneness: Some adults with LD are easily startled. Those with visual perceptual problems often bump into things.

Difficulty with academic skills: This includes trouble in making change, filling out order forms, reading instructions, and writing memos.

Problems in learning a sequence of tasks: Supervisors often report that it takes longer to train workers with LD.

Time Management: Some persons with LD have trouble being on time, and they may either arrive late to work and work-related meetings or overcompensate by arriving extremely early. They may also have difficulty meeting deadlines.

Social skill problems: Social skills and good relationships with co-workers, supervisors, and customer/clients are critical to effective job performance and may present difficulties for persons with LD.

CHARACTERISTICS OF LD SCREENING

- Helpful in determining need for further testing;
- Inexpensive;
- Quick to administer, score, and interpret;
- Appropriate for large numbers of persons;
- Narrow in purpose;
- Able to provide a superficial assessment of several areas, such as language, motor, or social skills; and
- Usable without extensive training of staff

CHARACTERISTICS OF DIAGNOSTIC TESTING

- Is individually administered and scored;
- Can take from several hours to several days for testing and several more days for interpretation of results;
- Can cost anywhere from $600 to $1,500, depending on the extent of testing required for a diagnosis;
- Must be administered only by a qualified professional who is licensed to administer psycho-educational test batteries;
- Provides in-depth assessment of an individual's skill areas; and
- As a result of diagnostic testing, individual knows for certain whether he/she has a learning disability, including information on how the specific LD affects performance.

LD SCREENING INSTRUMENTS*

Screening Instrument	Publisher
Bringing Literacy Within Reach: Identifying and Teaching Adults with LD Cost: $25	**Learning Disabilities Association of Canada** 323 Chapel St., Suite 200 Ottawa, ON, Canada, K1N7Z2 Tel: (613) 238-5721
Cooper Screening of Information Processing (TAX ID#: 23-2526549) Cost: $5	**Learning disAbilities Resources** PO Box 716 Bryn Mawr, PA 19010 Tel: (800) 869-8336
Diagnostic Assessment of Reading with Trial Teaching Strategies ISBN# 0829296794 (Tax ID#: 04-2670173) Cost: $178	**Riverside Publishing Co.** 8420 Bryn Mawr Avenue Chicago, IL 60631 Tel: (800) 323-9540
Dyslexia Screening Instrument Cost: $69.50	**The Psychological Corporation** 555 Academic Court San Antonio, TX 78204-9990 Tel: (800) 228-0752
Dr. Dale Jordan's Methods Jordan Prescriptive Tutorial Reading Program (Tax ID#: 74-1916673) Cost: $69	**PRO-ED** 8700 Shoal Creek Boulevard Austin, TX 78757-6897 Tel: (512) 451-3246
Koller Adolescent and Adult Behavior Scale Cost: None	**Dept. of Educ. & Counseling Psych University of Missouri-Columbia** 15 Hill Hall Columbia, MO 65211 Tel: (573) 882-5092
Payne Learning Needs Inventory Cost: None	**Payne & Associates** 205 Lilly Rd., NE Bldg. B, Suite A Olympia, WA 98506-5070 Tel: (360) 491-7600
PowerPath to Basic Learning: An Intake, Diagnostic Screening and Intervention System Cost: Starter Kit, $2,495 100 consumables, $395	**The TPL Group** PO Box 21510 Columbus, OH 43221 Tel: (800) 641-3532
Slingerland High School Level Screening, or the ID of Language-Learning Strengths and Weaknesses ISBN #: 0-8388-2282 Cost: $11.95-$15.95	**Educators Publishing Service** 31 Smith Place Cambridge, MA 02138 Tel: (800) 225-5750

*All the above instruments were tested and validated as part of the National Institute for Literacy's (NIFL) "Bridges to Practice" project.

DANGERS/BENEFITS OF LD SCREENING/ DIAGNOSTIC TESTING OF EMPLOYEES (EXERCISE)

Dangers Inherent in Employee LD Screening:

1. _____
2. _____
3. _____

Benefits to Conducting Employee LD Screening:

4. _____
5. _____
6. _____

* * * * * * * * * * *

Dangers Inherent in Diagnostic Testing of Employee(s):

1. _____
2. _____
3. _____

Benefits to Obtaining Diagnostic Testing of Employee(s):

4. _____
5. _____
6. _____

LD SCREENING AND REFERRAL FOR DIAGNOSTIC TESTING (EXERCISE)

Who might conduct LD screening of employees in the workplace?

_____

_____

_____

_____

Where might an employee be referred for diagnostic testing?

_____

_____

_____

_____

Successful Adults with Learning Disabilities May Not Have Been Able to Read the Directions But They Found the Road to Success

COMMON STRENGTHS OF SUCCESSFUL ADULTS WITH LD

- ✓ Able to cope and compensate for LD
- ✓ Determined to achieve
- ✓ Willing to work hard
- ✓ Found ways to learn that led to success
- ✓ Recognized and accepted LD—"goodness of fit" in jobs/tasks assigned them
- ✓ Used technology
- ✓ Recognized need for support and found/had it

[Source: Gerber, P.J., & Reiff, H.B. (1994). Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Stoneham, MA: Butterworth-Heinemann.]

COMMON CHALLENGES OF SUCCESSFUL ADULTS WITH LD

- ✓ Almost all experienced significant difficulty learning in school
- ✓ Many never did learn to read, write, spell, or compute particularly well
- ✓ Social skills were either a strength or an area of need
- ✓ Dealing with LD is a daily task
- ✓ Felt vulnerable because of differences in learning
- ✓ Self-esteem tended to deteriorate when LD went undiagnosed

(Gerber & Reiff, 1994)

WHAT IS SUCCESS?
QUOTES FROM SUCCESSFUL ADULTS WITH LD

- ✓ Achieving a goal
- ✓ Establishing a realistic goal and then achieving it
- ✓ Overcoming overwhelming odds
- ✓ Setting goals and attaining them
- ✓ Being happy in whatever you do
- ✓ Feeling that you have accomplished what you set out to do

(Gerber & Reiff, 1994)

SELF-DETERMINATION EXERCISE

Write YOUR Definition of Self-Determination:

_____
_____
_____
_____

What are some of the characteristics of an employee with high self-determination?

_____
_____
_____
_____

DEFINITION OF SELF-DETERMINATION

The attitudes and abilities required

to act as the primary causal

agent in one's life and make

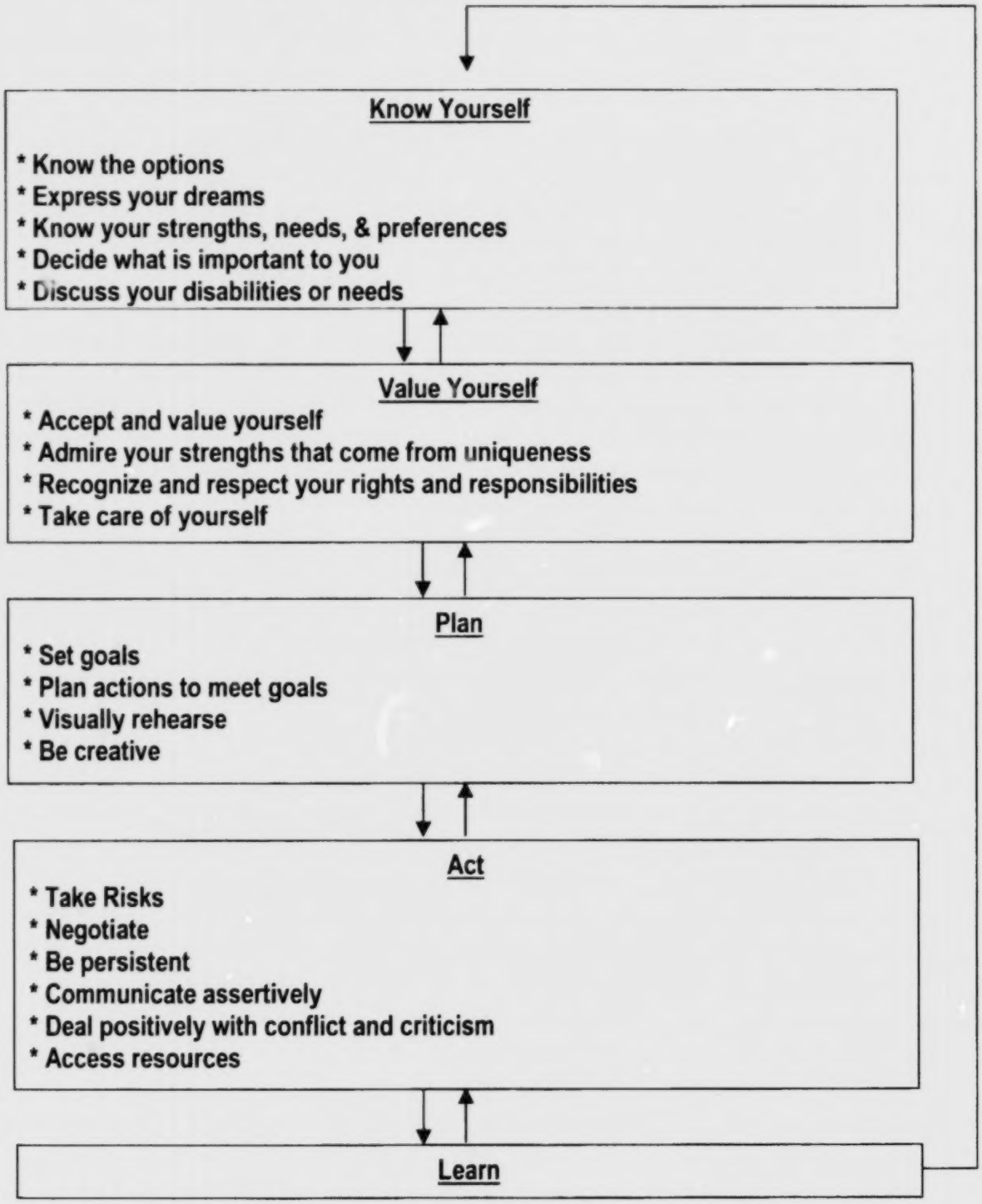
choices and decisions regarding

one's actions free from undue

external influence or interference

[Source: Wehmeyer, M.L. (1997). Self-directed Learning and Self Determination. In M. Agran (Ed.), *Student-directed Learning: A Handbook of Self-Management*. Pacific Grove, CA: Brooks/Cole.]

STEPS TO SELF-DETERMINATION


Know Yourself
* Know the options
* Express your dreams
* Know your strengths, needs, & preferences
* Decide what is important to you
* Discuss your disabilities or needs
Value Yourself
* Accept and value yourself
* Admire your strengths that come from uniqueness
* Recognize and respect your rights and responsibilities
* Take care of yourself
Plan
* Set goals
* Plan actions to meet goals
* Visually rehearse
* Be creative
Act
* Take Risks
* Negotiate
* Be persistent
* Communicate assertively
* Deal positively with conflict and criticism
* Access resources
Learn

[Source: Field, S. & Hoffman, A. (1994). In *Career Development for Exceptional Individuals*.]

Case Study: An Employee with LD

Charles, now 25 years old, dropped out of high school when he was 17. He was in special education classes throughout middle school and high school because of his reading problems. He reports hating school because he felt that his teachers and even other students didn't understand him and treated him as if he were stupid. His best subjects in school were physical education and shop. He seemed to have trouble making and keeping friends. Right after leaving school, he held a number of low-level jobs in the fast food and commercial cleaning industries, but he was bored with these jobs. Then, four years ago, his uncle, who owns a gas station, offered him a job as a cashier. Charles had always been interested in auto mechanics and asked his uncle to let him assist the mechanics with car tune-ups and repair. His uncle agreed, and Charles has been working as a mechanic's assistant for the past 18 months. He does all right until one of the mechanics asks him to locate a part in one of the manuals or place an order for replacement parts. On more than one occasion, he has ordered the wrong part. This always provokes considerable ridicule by the mechanics.

An only child, Charles had been living with his mother until her recent death. Their living arrangements were that Charles would make monthly contributions for rent and other household expenses and his mother would handle all the day-to-day activities such as reading the mail, paying bills, cooking, and cleaning. His mother also used to read interesting articles to him from the newspaper and magazines.

Charles now lives alone. He has a few friends with whom he meets from time to time to play basketball or soccer, but he spends a lot of time alone, watching sports and sitcoms on TV. He dates sometimes, but he does not have a steady girlfriend.

His uncle encouraged Charles to enter an adult literacy program. He told Charles that his work as a mechanic would always be limited because of his difficulty reading manuals and other written directions. Charles also is having trouble with the day-to-day tasks that his mother used to handle (e.g., paying bills, reading the mail).

Charles is not sure he wants to go back to school, but he does so to please his uncle. When Charles meets with his tutor for the first time, he is extremely uncomfortable and nervous. He tells his tutor that he knows he needs to learn to read better but he is afraid that he will have bad experiences trying to learn, just like when he was in school. The tutor gives Charles a reading placement test and finds that Charles reads on about a third-grade level. Charles knows short and long vowel sounds and can haltingly sound out two- and three-syllable words. Although his reading comprehension is poor because of his labored reading rate, his comprehension is excellent when passages are read to him.

At the end of the first session, Charles asks his tutor to help him figure out what to do with three pieces of mail he has brought from home.

Discussion Questions:

Based on the information provided, identify Charles as a person with high, medium, or low self-determination.

_____
_____
_____

What factors in Charles's life have impeded his development of self-determination skills?

_____
_____
_____

What factors have promoted his self-determination?

_____
_____
_____

What are some things that the tutor can do to help Charles:

- ✓ know the reading skills that he already possesses?
- ✓ appreciate his strengths in other areas?

_____
_____
_____

What are some things that his employer (Charles's uncle) can do to create a more supportive work environment for Charles?

_____
_____
_____

What are some things that co-workers can do to help Charles meet with success on the job?

_____
_____
_____

TO 'D' OR NOT TO 'D':
PLUSES AND MINUSES OF DISCLOSURE

Use the space provided below to list some of the pluses and minuses of disclosure.

+	-

Now suggest some workplace changes that might encourage and facilitate an employee's decision to disclose.

HOW TO DISCLOSE

Teachers and advocates must be prepared to help students/clients learn how to disclose the presence of a learning disability. The following guidelines may help in discussing and teaching the process of disclosure.

Tell students/clients that, if they decide to disclose a learning disability, they must be prepared to discuss the following:

- ✓ Their specific learning disability(ies); and
- ✓ How the learning disability affects their performance.

When individuals with LD are well prepared to answer questions about learning disabilities, they can help dispel the common misunderstanding that learning disabilities are somehow related to mental retardation. It may even be helpful for employees to give their employers a simple fact sheet on learning disabilities. When disclosing a learning disability, individuals must also be prepared to discuss:

- ✓ The accommodations or modifications that they need to be successful on the job; and
- ✓ Examples of successes they have had in the past when they have used these accommodations.

Have students/clients practice discussing their disability(ies) briefly and positively, using straightforward language and making no apologies for the disability. A sample statement might be the following:

> "I have a learning disability that affects my ability to understand multi-step instructions that are given verbally. That means that I need your support, as my supervisor, to help me be successful on the job. When you have instructions for me that involve several steps, it would help me if you would write down the instructions. If that is not convenient, please give me time either to write down your instructions or to tape-record you giving the instructions. In my last job, my supervisor would e-mail me her instructions, and it worked out fine. In fact, I received an outstanding evaluation on my last performance review."

After the employer has agreed to grant specific job accommodations, the employee should ask for a memo or letter stating the specific accommodations that he/she is permitted to use. This is for the employee's protection, should he/she ever need documentation that he/she requested and was granted permission to use specific accommodations.

A final word of caution: Employees should never use their learning disability(ies) as an excuse for failure in a job.

DISCLOSURE OF THE DISABILITY

According to the Americans with Disabilities Act (ADA), a qualified job applicant is someone who can perform essential work functions. Job applicants and employees with disabilities may not be disqualified or subjected to discrimination by virtue of their need for reasonable accommodations. Employers must keep information about the disability confidential and must not disclose the information without explicit, written consent of the person with the disability.

Persons with LD may find it advantageous to disclose their disabilities to their employers so that they can take advantage of appropriate accommodations that will enable them to successfully perform their jobs. When explaining their disabilities or expressing their needs to employers, persons with LD should be prepared to answer the following questions:

- ✓ What exactly is your disability?
- ✓ What does *learning disability* or *dyslexia* mean?
- ✓ What kinds of modifications do you need in your work environment?
- ✓ How can you best be efficient on the job?
- ✓ What reasonable accommodations do you need? [Why and how do you see them as 'reasonable'?]
- ✓ Will your learning disability interfere with your productivity?
- ✓ If we need to train you on specific job functions, how do you learn best?
- ✓ Do you work well on a team? What are some of your past successes in team work?
- ✓ Can you be given a lead role in a work group?
- ✓ Why should I hire you when I can hire someone else who does not have a disability? Aren't I taking a risk?

[Source: Gerber, P.J., and Brown, D.S. (1990). *Learning disabilities and employment.* Austin, TX: PRO-ED, Inc.]

REQUESTING ACCOMMODATIONS WITHOUT DISCLOSING

An individual with LD may be reluctant to disclose the presence of a learning disability because he/she is afraid that the boss will think he/she can't handle the job or that co-workers will tease or ridicule him/her. It is up to the individual with LD whether or not to disclose, and the decision depends to a great extent on the individual's comfort level with his/her boss and co-workers. When an individual decides to disclose to the boss in order to request accommodations, the boss is obliged under law to keep the request confidential. Co-workers need never know about the disability, unless the person chooses to disclose to them, too.

On occasion, an individual with LD may prefer to try accommodating the disability without disclosing. For example, he/she may ask a co-worker to exchange or trade certain job tasks. Following are some real-life examples of this type of trading of job responsibilities.

1. Jose's job requires him to do a quarterly report. Because Jose has trouble organizing and outlining his thoughts, his reports are not always as clearly written as they could be. He is often embarrassed when his boss makes revisions to his writing. But Jose has great artistic talents and wondered if he might work out a trade with another employee. One day, he asked his co-worker, Carol, to help him outline and organize his quarterly reports and to review his drafts before he submits the final copies. In exchange, Jose offered to design the layout and format of Janice's reports.

2. One of Marta's tasks is to prepare her department's monthly budget, but it takes her hours to get the budget to balance. Marta knows that she has great people skills, so she asked Carey to help her balance the monthly budget. In exchange, Marta offered to make Carey's beginning-of-month sales calls to customers, telling them about the monthly specials. As it turns out, Carey is only too happy to handle the budget and not have to make those monthly calls that she dislikes making.

Sometimes, there are other ways to self-accommodate (besides exchanging tasks with a co-worker). Look at the following examples:

1. Jose might try to self-accommodate by asking his supervisor if he can install a software program on his computer that can help him outline his thoughts when writing. Jose can simply tell his boss that the program helps him work more efficiently without disclosing that he has a learning disability.

2. Lucille is expected to take minutes at the monthly staff meeting, but she has trouble writing down what's been said and listening to the conversation at the same time. So Lucille asked her boss if she might tape-record the staff meetings to be sure that she doesn't miss anything. Then she can play back the tape as often as necessary when preparing the minutes.

REQUESTING ACCOMMODATIONS EXERCISE

Read the following examples and identify some ways that the individuals might ask for job accommodations without disclosing the presence of a learning disability.

1. Rory has trouble matching purchase order numbers with orders received.

_____

_____

2. Michele finds it hard to sit still while she is thinking and organizing her thoughts to write her monthly report.

_____

_____

3. Consuela has trouble remembering the order for assembling parts on the factory line.

_____

_____

4. Stan needs quiet when he prepares the monthly budget, but he sits in an open cubicle where he finds it too distracting for him to concentrate.

_____

_____

5. Abraham and doesn't recognize spelling errors in his writing. He uses the Spellchecker on his computer, but it still misses some of the words.

_____

_____

6. When Barbette's clients telephone, Barbette usually can remember only one or two of several things they've asked her to do. She has tried to write down the things they say, but she finds it hard to listen and write at the same time.

_____

_____

7. Lori has trouble keeping her meetings and appointments. When she's not late, she shows up an hour early! Her supervisor is frustrated by Lori's seemingly erratic behavior.

_____

_____

8. This is the third time in as many months that Mark has lost the key to the file cabinet. His supervisor is losing patience with Mark.

_____

_____

INTERIM TASKS

A. Administrator Task

You are an administrator in charge of a workplace literacy program in a prominent business. As yet, the program has not addressed the issue of workers who have learning disabilities. There has been a request from the CEO [whose son has LD] to help front-line supervisors become more aware of LD and of ways in which they can create a work climate that supports the success of persons with LD. The CEO tells you that it is likely that many of the supervisors may not be receptive to this.

Plan a professional development sequence for supervisors and instructors that would address the need specified above. A framework is provided [See H-29] to assist you. You may do this individually or with a partner or team.

B. Instructor Task

You are teaching a workplace basic skills class in a prominent local business. Some of your students have revealed to you that they have a diagnosed learning disability but they have been unwilling to tell anyone at the company. You suspect that there may be others who have learning disabilities who either have not been diagnosed or have not been willing to reveal to you that they have a learning disability.

Plan a lesson for your class that incorporates self-determination, self-advocacy, and possibly, disclosure. A lesson plan template for your use is provided on H-30.

ADMINISTRATOR'S WORKSHEET
FOR PLANNING a PROFESSIONAL DEVELOPMENT SEQUENCE

Persons Involved

Who Should Be on Team	Their Position	Reasons

Tasks for the Team to Work On

Tasks	Anticipated Outcomes

Possible Evaluation Strategies to Determine the Success of the Professional Development Sequence

Strategies	Anticipated Results

LESSON PLAN TEMPLATE

Lesson Topic: "Preparing for a Job Interview"
Time Required: 2-3 hrs

Lesson Stages	Activities
1. Warm-up	
2. Review of Prior SCANS Skills Needed to Complete the Lesson	
3. New Information, Concepts, Skills, Personal Qualities (include self-determination and self-advocacy)	
4. Practice	
5. Summary Evaluation	

TRANSPARENCY MASTERS FOR SESSION 1

Agenda

Session 1: Awareness of Learning Disabilities in the Workplace

Agenda and Objectives

Introductions

SCANS Competencies, Skills, and Personal Qualities

Learning Disabilities Definition

Relationship of SCANS to Learning Disabilities

Screening and Diagnostic Testing

Self-Determination, Self-Advocacy and Disclosure

Interim Task

Wrap-Up

Objectives for Session 1

Awareness of Learning Disabilities in the Workplace

By the end of Session 1, participants will be able to:

- **Identify a working definition of learning disabilities;**
- **Recognize the characteristics of workers with LD and the effects of LD on performance in the workplace;**
- **Distinguish between screening and diagnostic testing and the uses of each;**
- **Identify the importance of self-determination, self-advocacy, and disclosure to successful workers with LD; and**
- **Begin planning a process for helping adults with LD become more successful in the workplace.**

SCANS Publications

SCANS

Secretary's Commission On Achieving Necessary Skills

Two Reports Published by: U.S. Department of Labor

1. ***Learning A Living: What Work Requires of Schools (June 1991)***
2. ***Learning A Living: A Blueprint for High Performance (July 1992)***

SCANS - Five Competencies

1. RESOURCES: (Identifies, organizes, plans, and allocates resources)
   - A. Time
   - B. Money
   - C. Material and facilities
   - D. Human

2. INTERPERSONAL: (Works with others)
   - A. Participates as member of a team
   - B. Teachers others new skills
   - C. Services clients/customers
   - D. Exercises leadership
   - E. Negotiates
   - F. Works with diversity

3. INFORMATION: (Acquires and uses information)
   - A. Acquires and evaluates information
   - B. Organizes and maintains information
   - C. Interprets and communicates information
   - D. Uses computers to process information

4. SYSTEMS: (Understands complex inter-relationships)
   - A. Understands systems
   - B. Monitors and corrects performance
   - C. Improves or designs systems

5. TECHNOLOGY: (Works with a variety of technologies)
   - A. Selects technology
   - B. Applies technology to task
   - C. Maintains and troubleshoots equipment

SCANS Skills and Personal Qualities: A Three-Part Foundation

1. Basic skills:
   - A. Reading
   - B. Writing
   - C. Arithmetic/Mathematics
   - D. Listening
   - E. Speaking

2. Thinking skills:
   - A. Creative thinking
   - B. Decision making
   - C. Problem solving
   - D. Seeing things in the mind's eye
   - E. Knowing how to learn
   - F. Reasoning

3. Personal qualities:
   - A. Responsibility
   - B. Self-esteem
   - C. Sociability
   - D. Self-management
   - E. Integrity/honesty

Definition of Learning Disabilities Exercise

Directions: For the following activities, you may work independently or with partners, depending on your style preference.

Write YOUR definition of learning disabilities.

MAJOR COMPONENTS OF A LEARNING DISABILITIES DEFINITION

Learning Disabilities Definition

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. (Rehabilitation Services Administration. (1985, January 24). Program policy directive. Washington, DC: U.S. Office of Special Education and Rehabilitation Services.)

Major Components of a Learning Disabilities Definition:

Learning disabilities:

1. is a general term for a heterogeneous group of disorders;
2. are manifested by significant difficulties in listening, speaking, reading, writing, or math;
3. are part of the person's make-up (i.e., they will not go away);
4. are presumed to be a dysfunction of the central nervous system;
5. may be discovered across the life span;
6. may RESULT in problems with behavior, social perceptions, and social interactions (but these problems are NOT the disability);
7. are NOT the result of other disabilities such as loss of sight or hearing, lack of intelligence, or lack of schooling.

Four Stages of Information Processing and Related Disabilities

1. Input
   - Visual Perception Disability
   - Auditory Perception Disability

2. Integration
   - Sequencing Disability
   - Abstraction Disability
   - Organization Disability

3. Memory
   - Short-term
   - Long-term

4. Output
   - Language Disabilities: Spontaneous and Demand
   - Motor Disabilities: Gross and Fine Muscle Coordination

Problems on the Job for Workers With LD

Inefficiency: It can take a worker with LD longer than others to do the same task.

Errors: Some adults with LD frequently make mistakes. The only way for them to keep from making errors is to be careful and to go slowly. This may cause decreased productivity.

Accident proneness: Some adults with LD are easily startled. Those with visual perceptual problems often bump into things.

Difficulty with academic skills: This includes trouble in making change, filling out order forms, reading instructions, and writing memos.

Problems in learning a sequence of tasks: Supervisors often report that it takes longer to train workers with LD.

Time: Some adults with LD have trouble being on time, either coming in late or overcompensating by coming in too early. They may have difficulty meeting deadlines.

Social skill problems: Social skills are critical to effective job performance and may present difficulties for persons with LD.

Characteristics of LD Screening

- Helpful in determining need for further testing;
- Inexpensive;
- Quick to administer, score, and interpret;
- Appropriate for large numbers of persons;
- Narrow in purpose;
- Able to provide a superficial assessment of several areas, such as language, motor, or social skills; and
- Usable without extensive training of staff

Characteristics of Diagnostic Testing

- Is individually administered and scored;
- Can take from several hours to several days for testing and several more days for interpretation of results;
- Can cost anywhere from $600 to $1,500, depending on the extent of testing required for a diagnosis;
- Must be administered only by a qualified professional who is licensed to administer psycho-educational test batteries;
- Provides in-depth assessment of an individual's skill areas; and
- As a result of diagnostic testing, individual knows for certain whether he/she has a learning disability, including information on how the specific LD affects performance.

Dangers and Benefits of LD Screening/ Diagnostic Testing of Employees

Dangers Inherent in Employee LD Screening:

1. _____
2. _____
3. _____

Benefits to Conducting Employee Screening:

4. _____
5. _____
6. _____

* * * * * * * * * * *

Dangers Inherent in Diagnostic Testing of Employee(s):

1. _____
2. _____
3. _____

Benefits to Obtaining Diagnostic Testing of Employee(s):

4. _____
5. _____
6. _____

LD Screening and Referral for Diagnostic Testing

Who might conduct LD screening of employees in the workplace?

_____

_____

_____

_____

_____

Where might an employee be referred for diagnostic testing?

_____

_____

_____

_____

_____

Successful Adults with Learning Disabilities May Not Have Been Able to Read the Directions But They Found the Road to Success

Common Strengths of Successful Adults with LD

- ✓Able to cope and compensate for LD
- ✓Determined to achieve
- ✓Willing to work hard
- ✓Found ways to learn that led to success
- ✓Recognized and accepted LD—"goodness of fit" in jobs/tasks assigned them
- ✓Used technology
- ✓Recognized need for support and found/had it

(Gerber & Reiff, 1994)

Common Challenges of Successful Adults with LD

- ✓ Almost all experienced significant difficulty learning in school
- ✓ Many never did learn to read, write, spell, or compute particularly well
- ✓ Social skills were either a strength or an area of need
- ✓ Dealing with LD is a daily task
- ✓ Felt vulnerable because of differences in learning
- ✓ Self-esteem tended to deteriorate when LD went undiagnosed

(Gerber & Reiff, 1994)

What is Success?
Quotes from Successful Adults with LD

- ✓ Achieving a goal
- ✓ Establishing a realistic goal and then achieving it
- ✓ Overcoming overwhelming odds
- ✓ Setting goals and attaining them
- ✓ Being happy in whatever you do
- ✓ Feeling that you have accomplished what you set out to do

(Gerber & Reiff, 1994)

Self-Determination Exercise

Write YOUR Definition of Self-Determination:

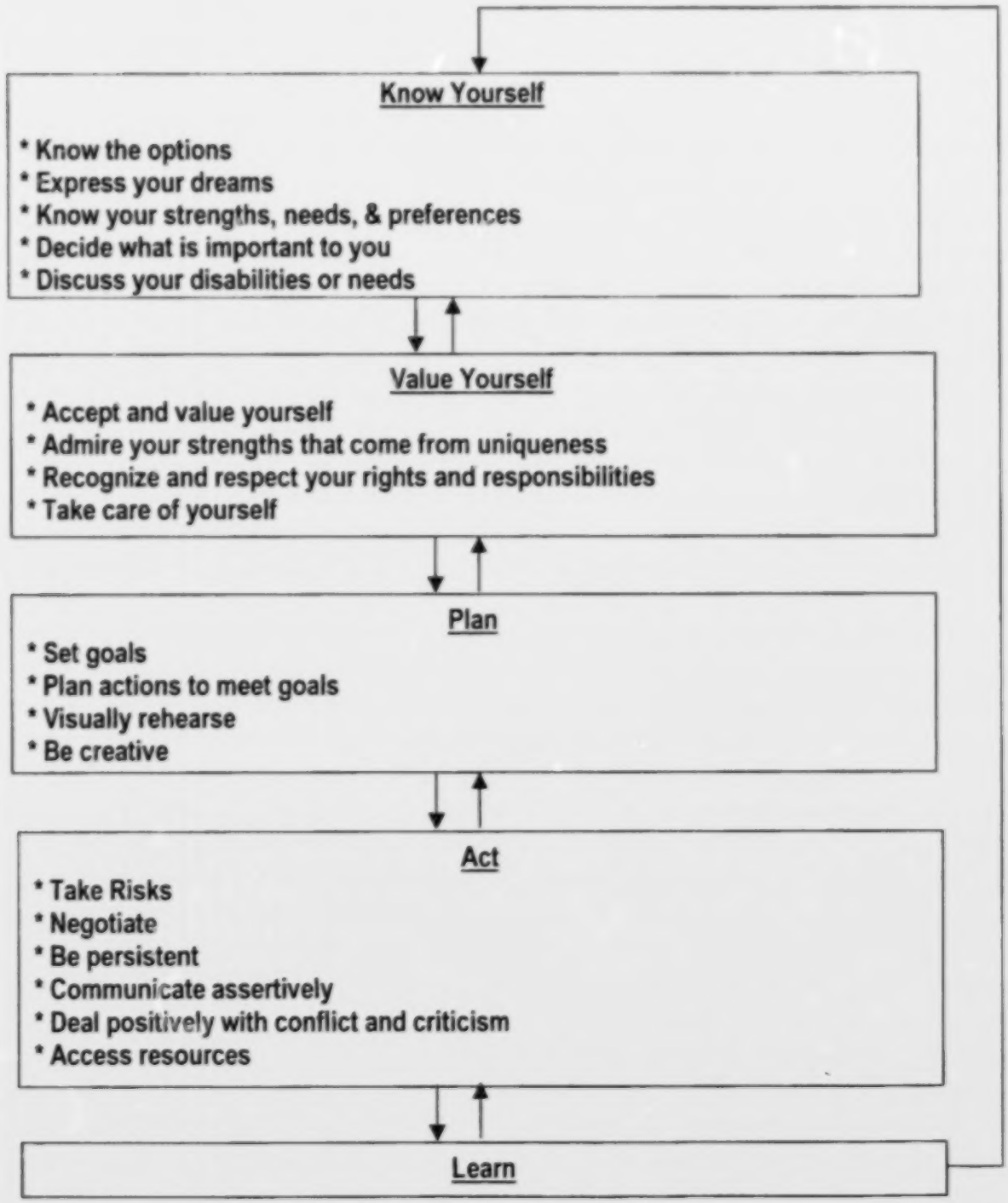
What are some of the characteristics of an employee with high self-determination?

Definition of Self-Determination

The attitudes and abilities required to act as the primary causal agent in one's life and make choices and decisions regarding one's actions free from undue external influence or interference.

[Source: Wehmeyer, M.L. (1997). Self-directed Learning and Self-Determination. In M. Agran (Ed.). *Student-directed Learning: A Handbook of Self-Management*. Pacific Grove, CA: Brooks/Cole.]

Steps to Self-Determination


Know Yourself
* Know the options
* Express your dreams
* Know your strengths, needs, & preferences
* Decide what is important to you
* Discuss your disabilities or needs
Value Yourself
* Accept and value yourself
* Admire your strengths that come from uniqueness
* Recognize and respect your rights and responsibilities
* Take care of yourself
Plan
* Set goals
* Plan actions to meet goals
* Visually rehearse
* Be creative
Act
* Take Risks
* Negotiate
* Be persistent
* Communicate assertively
* Deal positively with conflict and criticism
* Access resources
Learn

(Source: Field, S. & Hoffman, A. (1994). In *Career Development for Exceptional Individuals.*)

T-T

To 'D' or Not To 'D':

Pluses and Minuses of Disclosure

Use the space provided below to list some of the pluses and minuses of disclosure.

+	-
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now suggest some workplace changes that might encourage and facilitate an employee's decision to disclose.

_____

_____

_____

_____

T-U

Questions To Prepare for When Disclosing a Learning Disability

- ✓ What exactly is your disability?
- ✓ What does *learning disability* or *dyslexia* mean?
- ✓ What kinds of modifications do you need in your work environment?
- ✓ How can you best be efficient on the job?
- ✓ What reasonable accommodations do you need? [Why and how do you see them as 'reasonable'?]
- ✓ Will your learning disability interfere with your productivity?
- ✓ If we need to train you on specific job functions, how do you learn best?
- ✓ Do you work well on a team? What are some of your past successes in team work?
- ✓ Can you be given a lead role in a work group?
- ✓ Why should I hire you when I can hire someone else who does not have a disability? Aren't I taking a risk?

[Source: Gerber, P.J., and Brown, D.S. (1990). *Learning Disabilities and employment.* Austin, TX: PRO-ED, Inc.]

T-V

LEARNING DISABILITIES IN THE WORKPLACE SESSION 2

Overview

This training packet is the second of two, 3-hour sessions on learning disabilities in the workplace. The first 3-hour session is an awareness session designed to help participants understand what learning disabilities are and recognize the characteristics and consequences of those disabilities in the workplace.

Session 1 explores the relationships of learning disabilities to the SCANS competencies, skills, and personal qualities. In addition, an overview of screening and diagnostic testing for learning disabilities is presented, and the related issues of self-determination, self-advocacy and disclosure for full and independent functioning of adults in the workplace are discussed.

Session 2 extends those relationships to include Legal Rights and Accommodations and explores three facets of employees with LD in the workplace: Getting and Keeping a Job, Disability-friendly Strategies, and Psychosocial Issues.

An important part of Session 2 is the reporting by participants of an interim assignment for administrators and instructors on planning professional development and instruction for workers with LD in a workplace basic skills class.

Finally, three models are described of ways in which corporations are directing energy and attention to issues related to learning disabilities.

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B. Agenda and Objectives 1

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III. Readings on LD in the Workplace, A Jigsaw Activity 3

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VI. Wrap-up and Evaluation 4

Appendix A

References

Appendix B

Online Resources

Handout Masters for Session 2

H-1	Agenda
H-2	Objectives
H-3	The Changing Workplace
H-4a,b	Do you Want to Be an LD Legal Millionaire?
H-5	Answer Sheet for Do you Want to be an LD Millionaire?
H-6a,b	Examples of Accommodations from the ADA Technical Assistance Manual
H-7	Accommodations for Workers with LD [Exercise]
H-8a,b	Answers to Accommodations Exercise
H-9	Cooperative Learning: Jigsaw Activity Diagram
H-10	Instructions for Expert Groups
H-11	Home Team Task
H-12a,b,c,	Reading for Expert Group A: The Employee: Getting and Keeping a Job
H-13a,b	Reading for Expert Group B: Disability Friendly Strategies for the Workplace
H-14a,b,c	Reading for Expert Group C: Psychosocial Issues in the Workplace
H-15	Spotlight on Model Program in the Workforce: Cisco Networking Academy Program
H-16	Spotlight on Model Program in the Workforce: Marriott Bridges Program
H-17	Spotlight on Model Program in the Workforce: Ford Financial Credit Program

Transparency Masters for Session 2

T-A	Agenda
T-B	Objectives
T-C	The Changing Workplace
T-D	Definitions of Accommodations
T-E	Cooperative Learning: Jigsaw Activity Diagram

Overview: Learning Disabilities in the Workplace

Objectives: By the end of this session, participants will be able to:

1. Identify the legal rights of workers with LD;
2. Suggest possible workplace accommodations for employees with LD;
3. Discuss issues for workers with LD on getting and keeping a job;
4. Identify disability-friendly strategies for the workplace;
5. Recognize psychosocial issues for employees with LD;
6. Present a professional development sequence and lesson plans appropriate for workplace literacy programs;
7. Identify 3 model workplace programs that address issues related to LD.

Time Requirements:[3]

Total time required for Session 2 is approximately 3 hours

Materials Checklist: √

Hardware:

___ Overhead projector, screen, and flipchart stand (if used)

Software:

___ Session 2 Handouts
___ Session 2 Transparencies
___ Blank transparencies and transparency pens
___ Flip charts, pens, masking tape, and name tags

Preparation Checklist: √

___ Duplicate handouts
___ Check equipment to be sure it is working properly
___ Set up the room(s) where training activities will take place[4]

---

[3]Facilitators should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, facilitators should be familiar with the materials prior to the workshop in order to select specific activities to present if some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

[4]Session activities include both large and small groups. Therefore, the room should be arranged to allow participants to move about easily. Facilitators should ensure that all participants can see flip charts and overheads.

Outline for Session 2

Materials	Activities	Estimated Time
H-1, H-2, H-3 T-A, T-B, T-C	I. Welcome, Agenda, and Objectives	10 minutes
H-4, H-5, H-6a,b, H-7, H-8a,b T-D	II. Legal Rights and Responsibilities	30 minutes
H-9, H-10, H-11, H-12a,b,c, H-13a,b H-14a,b,c, T-E	III. Readings on LD in the Workplace, A Jigsaw Activity	60 minutes
BREAK		15 minutes
H-29, H30 [From Session 1]	IV. Reports from Interim Assignments	40 minutes
H-15, H-16, H-17	V. Spotlight on Model Programs in the Workplace	15 minutes
	VI. Wrap-Up and Evaluation	10 minutes
	Total Time Required	180 minutes

Preparation for Session 2:

The following tasks should be completed *before* Session 2 of the workshop:

- **Send out flyers** announcing the workshop series.
- **Send a participant questionnaire** to all persons responding to the flyer, particularly if there is information about participants you would like to have prior to the session. The suggested maximum number of participants for each workshop is 30.
- **Arrange for a place to hold Session 2,** and make sure it has sufficient space and movable chairs for small groups. Ideally, the room should be set up with tables seating 4 to 6 participants each. Arrange for any refreshments that will be available.
- **Order audio-visual equipment** (e.g., VCR and monitor, overhead projector, screen, flipchart and markers). Before the session begins, check to see that all AV equipment is working.
- **Duplicate all handouts for Session 2 (H-1 through H-17)**, and collate and arrange them into packets for participants. By providing a packet of materials to each participant at the start of the workshop, you can avoid the disruption often caused by intermittent distribution and handling of materials.
- **Duplicate those few remaining handouts,** if any, that will not be part of the packet because they contain answers to exercises.
- **Make transparencies (T-A through T-E)** from the transparency masters for Session 2.
- **Read the Facilitator's Guide for Session 2.** Review handouts and transparencies to ensure they are in order.
- **Provide any supplemental materials needed** such as realia, video clips, manipulatives, etc.
- **Provide several transparencies of H-29 and H-30 from Session 1** for groups to write on and report from.
- **Provide overhead transparency pens for small group activity.**

Facilitator's Notes Session 2
Learning Disabilities in the Workplace

Note: The following activity must move along smartly or it will eat up the first hour of the workshop. Begin on time, even if everyone doesn't appear to be there. Those who arrive late can read H-1 and H-2.

Materials	Activities	Time
	I. Welcome, Agenda, and Objectives	**10 Minutes**
	Note: Prepare and distribute nametags. (Participants may not recall everyone's name from Session 1.)	
	A. Welcome	
	Welcome participants back after Session 1. Make sure there are no ***new*** participants. Remind them that Session 1 was a prerequisite to this Session. Tell them this session will present new information as well as highlight their accomplishments during the interim.	
	B. Agenda and Objectives	
T-A; H-1; T-B; H-2	Show T-A and call attention to H-1 [Session 2 Agenda]. Follow that with the objectives for Session 2 [T-B & H-2]. Ask if there are any questions.	
T-C; H-3	As a review of the SCANS skills required in today's workplace, show T-C and call attention to H-3 [The Changing Workplace]. Point out the 4 conclusions at the bottom of that handout.	
	II. Legal Rights and Responsibilities	**30 Minutes**
	A. Exercise: Do you Want to be an LD Legal Millionaire?	
	Move directly into the Legal Rights and Responsibilities in the Workplace.	
H-4	For this exercise, tell participants they may work independently or in pairs. If they choose pairs, however, they will have to split their monetary awards in half.	
	Give participants 7 – 10 minutes to complete the 12 items. If some participants finish before the 10 minutes, ask them to raise their hands. Give those participants the answer sheet H-5.	
H-5	When 10 minutes are up, hand out answer sheet H-5 [not part of handout packet] with the scoring on it. Have each person or pair correct and score their own responses.	
	Ask how many are "Millionaires," how many are "Wealthy," and how many are "Comfortable." Congratulate those with high scores!	

Note: If participants don't mention the following, you may want to add them.

Ask what generalizations they found about the legal aspects of serving adults with LD.

- The major responsibilities for disclosing the LD, for providing documentation, and for requesting accommodations belong to the adult with LD.
- Confidentiality is important. You may not disclose that someone has a learning disability without obtaining written consent from the person with the disability. Similarly, if you want to selectively screen individuals for LD, you must obtain informed consent (written consent) from the individual.
- There are 3 laws that guarantee the rights of persons with learning disabilities. Ask participants to cite those.

B. Accommodations

T-D; H-6a; H-6b

Accommodations are mentioned several times in the preceding exercise and in Session I related to disclosure. Ask if anyone knows what legal accommodations are. After eliciting several answers, show T-D [Definition and Limitations of an Accommodation]. Also call attention to H-6a and H-6b [Examples of Accommodations from the ADA Technical Assistance Manual]. Cite only one or two of the accommodations from each category to illustrate the nature of those accommodations.

H-7a,b

H-8a,b

Using the same groups of 4, ask participants to turn to H-7a and H-7b [Accommodations for Workers with LD] and ask them to brainstorm in their groups some possible solutions to the actual situations presented. Allow 10 minutes for this exercise. Then handout H-8a and H-8b [Answers] and have them compare their responses to those given by employers. Ask what conclusions they might draw from the types of accommodations provided.

Note: Possible answers might include the following: most accommodations were not expensive; many included extra time, simple re-arrangements, and pocket-sized cue cards. Therefore, the fear that many employers have about the cost of accommodations appears to be largely unfounded.

Materials	Activities	Time
	III. Readings on LD in the Workplace, a Jigsaw Activity	**60 Minutes**
T-E, H-9	Show the transparency of the Jigsaw activity pattern [T-E] and refer to H-9. Explain that they will all first participate in Home Teams. From the Home Team, each person will move to an Expert Group to learn a "piece" of information.	
	Each person will then return to the Home Team to teach his/her piece of information to the other members of the Home Team. The Home Team can then put all of the pieces together and have a complete picture of the topic[s] being studied. Hence, this activity is called Jigsaw, as in a Jigsaw Puzzle.	
	Tell participants that Jigsaw is a particularly effective strategy for persons with learning disabilities because, when there is a lot of material to read, each person has to read only one small piece of information and can call upon other members of the Expert Group to assist in teaching the material. In fact, there are usually at least 2 from each Home Team in each Expert Group, so they can team teach. Alternatively, they can plan together but elect to have only one teach.	
H-10	Before dividing the group into Home Teams, have participants look at H-10 [Instructions for Expert Groups], which explains the task for the Expert Groups and the time allotted.	
H-11	Now divide the whole group into teams of 6 [or as close to 6 as possible]. As a pre-test, give them the Home Team task of brainstorming the items on H-11. They should be allowed no more than 5 minutes for this activity.	
H-11; H-12a,b,c H-13a,b H-14a,b,c	Now have members of each Home Team count off by letters (A, B, and C). Have all A's form a group, all B's another, and all C's a third. The A's, B's, and C's are now the Expert Groups. Each group will follow the instructions cited in H-11 [Instructions for Expert Groups]. Those instructions include Group A's reading [H-12a,b,c]; Group B's reading [H-13a,b]; and Group C's reading [H-14a,b,c].	
	Note: To save time and avoid confusion, you may modify this exercise by having each Expert Group teach the whole class rather than each Home Team. In classrooms, however, it is probably better to have students teach in Home Teams.	
	After the teaching to the Home Team (or the whole class) is concluded, have participants return to their Home Teams and revisit H-10 to see if their brainstorming was supported by the articles that they read. Ask for brief feedback to see how well they had completed the pre-test and if they have any questions as part of the post-test activity.	

Materials	Activities	Time
	Break	**15 Minutes**
	IV. Reports from Interim Assignments	**40 Minutes**
From Session One H-29 & H-30	Place participants in groups of 3 to 5 [administrators together and instructors together]. Ask them to review in the small groups what they accomplished on their interim task and what difficulties they faced. Ask them to select one notable response [or a compilation of responses] and complete an overhead transparency [H-29 or H-30 from Session 1] that you provide, along with transparency pens. Allow 20 minutes for this activity. At the completion of the activity, have a member [or members] of each group show the completed transparency and explain its contents. Allow a maximum of 5 minutes for each report.	
	V. Spotlight on Model Programs in the Workplace	**15 Minutes**
H-15; H-16; H-17	Refer participants to handouts H-15, H-16 and H-17. Each summarizes a corporation's efforts to address issues related to learning disabilities.	
H-15; H-16; H-17	Divide participants into 2 groups. Have one group read H-15 [Cisco Networking Academy Program]; have the other read H-16 [Marriott Bridges Program]. Allow 5-6 minutes for the reading. Select one participant to read H-17 [Ford Financial Credit] and explain to that person that the Ford program is still in developmental stages, but should be a significant model worthy of mentioning to the group. Ask that participant to report briefly on the past and future developments of Ford Financial Credit. After the reading is complete, ask members from each handout to cite points they felt were significant. The facilitator should feel free to add points not mentioned. The feedback should take about 5 minutes.	
	VI. Wrap-Up and Evaluation	**10 Minutes**
	Tell participants that this session concludes the series on Learning Disabilities in the Workplace.	
	Thank them for their enthusiastic participation and tell them you hope they found the sessions informative and useful. If there is an evaluation form, ask them to complete it before they leave.	
	Total Time:	**180 Minutes [3 hrs.]**

HANDOUT MASTERS FOR SESSION 2

AGENDA

- Welcome Back and Objectives
- Legal Rights and Accommodations
- Readings on LD in the Workplace, A Jigsaw Activity
- Reports from Interim Assignments
- Spotlight on Model Programs in the Workplace
- Wrap-up and Evaluation

Objectives

By the end of Session 2, participants will be able to:

- Identify the legal rights of workers with LD
- Suggest possible workplace accommodations for employees with LD
- Discuss issues for workers with LD in getting and keeping a job
- Identify disability-friendly strategies for the workplace
- Recognize psychosocial issues for employees with LD
- Present a professional development sequence and lesson plans appropriate for workplace literacy programs
- Identify 3 model programs in the workplace

THE CHANGING WORKPLACE

The Workplace that:

	once emphasized:		now emphasizes:
1.	stability, structure	1.	responsiveness, change
2.	employers, managers	2.	employees
3.	product	3.	value-added, quality
4.	"work harder"	4.	"work smarter"
5.	a few skills	5.	multiple skills
6.	linear thinking	6.	global thinking
7.	a limited focus	7.	diversity
8.	separateness	8.	connectedness
9.	a finished product	9.	an ongoing process
10.	doing	10.	learning
11.	following	11.	leading
12.	working for others	12.	working for self
13.	position, title	13.	skills
14.	local, national	14.	international

- The vast majority of forms and materials that workers deal with (e.g., memos, manuals, troubleshooting, directions, new product information) is written at high school to college level.
- As the workplace makes technological and organizational changes, more and more workers are expected to work with print materials.
- Workers often are expected to be more flexible and able to do each other's jobs, and on occasion, they are expected to independently manage unfamiliar information.
- If an adult wants to avoid literacy use, there are few occupations where one can find work.

[Source: Mikulecky, L. (1995). Literacy Practices in Today's Workplace. *Linkages*, 2 (1), 1-2. Newsletter of the National Adult Literacy and Disabilities Center, Academy for Education Development, Washington, D.C.]

DO YOU WANT TO BE AN LD LEGAL MILLIONAIRE?

DIRECTIONS: For each item below, *circle* the best answer(s). When you have completed the exercise and have been given the answer sheet, correct your responses and add up the amount of money you have won. At the bottom of the answer sheet, you will be able to find your LD financial status.

1. A neurological disorder that substantially limits a major life activity is... ***[$100]***

   a) an attention deficit syndrome
   b) a learning disability
   c) mental retardation
   d) a hearing impairment

[$500]

2. According to legal documents on LD, caring for oneself, performing manual tasks, working, and learning are examples of...

   a) "major life activities"
   b) "constitutional rights"
   c) "accommodations"
   d) "life skills"

[$1,000]

3. Reasonable accommodations in courses, examinations, and at work are the legal right of...
   a) individuals with documented LD
   b) all learners
   c) individuals who have been screened for LD
   d) adults who request them in writing

[$5,000]

4. Extra time for completing tests, books on tape, access to calculators, and large print materials are examples of...
   a) showing "illegal favoritism" for adults with LD
   b) "innovative strategies" that must be provided to all learners with diagnosed LD
   c) "legal adjustments"
   d) "reasonable accommodations"

[$10,000]

5. Employers may not discriminate in hiring practices against applicants with LD if the applicant is...
   a) "otherwise qualified"
   b) "receiving accommodations"
   c) over the age of 22
   d) truthful about his/her disability

[$20,000]

6. In order for adults with LD to assert their rights, they must present...
   a) permission from the courts
   b) evidence that they were in special education classes
   c) documentation, including a diagnosis
   d) the results of a screening test

[$50,000]

7. If education programs decide to screen learners selectively for LD, they must...
   a) have gathered evidence that LD exists
   b) obtain informed consent from the learner
   c) obtain verbal consent from the learner
   d) use different screening instruments for different learning problems

[$75,400]

8. Because rights and responsibilities are mandated under ADA, equal opportunity is not just expected, it is...
   a) "reasonable"
   b) part of the U.S. Constitution
   c) "guaranteed"
   d) "mandated"

[$88,000]

9. The education law that guarantees that adults under the age of 22 are entitled to free, appropriate public education is...
   a) The Individuals with Disabilities Education Act [IDEA]
   b) Section 504, Rehabilitation Act
   c) The Adults with Disabilities Act [ADA]
   d) The Smith-Carlson Education Act

[$250,000]

10. Sharing information with community-linked organizations about an adult's learning disability is appropriate when...
    a) the organization requests it
    b) the learner says it's O.K.
    c) the adult with LD has given permission in writing
    d) the adult is over 22 years of age

[$250,000]

11. Adults who expect disability-related accommodations on the job have the following 3 responsibilities...[circle 3 responses]
    a) present a screening certificate
    b) make the disability known
    c) provide documentation of the LD
    d) have attended a "special education program
    e) be qualified for the job
    f) request specific accommodations

[$250,000]

12. The legal rights concerning learning disabilities and adults are found in the following 3 separate acts...[circle 3 responses]
    a) The Americans with Disabilities Act [ADA]
    b) National Disability Protection Act [NDPA]
    c) Section 8 of the U.S. Constitution
    d) Section 504, Rehabilitation Act
    e) The Individuals with Disabilities Education Act [IDEA]
    f) The Workforce Investment Act [WIA]

[Total possible: $1,000,000]

ANSWER SHEET FOR
DO YOU WANT TO BE AN LD LEGAL MILLIONAIRE?

ANSWERS		*AMOUNT POSSIBLE*
1.	b	$ 100
2.	a	$ 500
3.	a	$ 1,000
4.	d	$ 5,000
5.	a	$ 10,000
6.	c	$ 20,000
7.	b	$ 50,000
8.	c	$ 75,400
9.	a	$ 88,000
10.	c	$ 250,000
11.	b,c,f	$ 250,000
12.	a,d,e	$ 250,000

YOUR TOTAL: $

RATING SCALE

ALL 12 CORRECT	$ 250,000 OR MORE	$ 36,600 OR MORE	LESS THAN $36,600
A Millionaire	Wealthy	Comfortable	Poverty-Line

EXAMPLES OF ACCOMMODATIONS FROM THE ADA TECHNICAL ASSISTANCE MANUAL

(Title I, Section 3)

The statute and EEOC's regulations provide examples of common types of reasonable accommodations that an employer may be required to provide, but other accommodations may be appropriate for particular situations. Accommodations are to be considered on a case-by-case basis. Also, a reasonable accommodation need not be the best or most expensive accommodation available, as long as it is effective for the situation.

Accommodations may include:

- making facilities readily accessible to and usable by an individual with a disability;
- restructuring a job by reallocating or redistributing marginal job functions;
- altering when or how an essential job function is performed;
- part-time or modified work schedules;
- obtaining or modifying equipment or devices;
- modifying examinations, training materials, or policies;
- providing qualified readers and interpreters;
- reassignment to a vacant position;
- permitting use of accrued paid leave or unpaid leave for necessary treatment;
- providing reserved parking for a person with mobility impairment; and
- allowing an employee to provide equipment or devices that an employer is not required to provide.

SAMPLE ACCOMMODATION SOLUTIONS SPECIFIC FOR PERSONS WITH LEARNING DISABILITIES AND/OR ATTENTION DEFECIT DISORDER

Deficits in Reading

- Recording for the Blind-books on tape (Persons with LD qualify for this service)
- Tape-recorded directives, messages, materials
- Reading machines
- Screen reading software for computer use
- Colored mylar templates for reading and scanning
- Color-coded manuals, outlines, maps
- Scanners that allow the user to enter print material into the computer system

Deficits in Writing

- Personal computers/laptop computers
- Voice output software that highlights and reads (via a speech synthesizer) what has been keyed into the computer.
- Voice input software which recognizes the user's voice and changes it to text on the computer screen.
- Locator dots for identification of letters/numbers on the keyboard
- Word processing software

- Spell checking software/electronic spell checkers
- Software with highlighting capabilities
- Grammar checking software
- Word prediction software
- Form producing software that computerizes order forms, claim forms, applications, credit histories, equation and formula fields
- Carbonless notetaking systems

Deficits in Mathematics

- Fractional, decimal, statistical, scientific calculators
- Taking calculators
- Computer Assisted Instruction (CAI) software for arithmetic/mathematics
- Computer Assisted Designed (CAD) software for architecture/engineering
- Large display screens for calculators, adding machines
- Colored mylar templates, colored coding for maintaining ledger columns

Deficits in Organizational Skills, Memory, and Time Management

- Day Planners
- Electronic organizers/schedulers
- Software organizers with/without highlighting capabilities
- LCD Watches, data bank watches, timers, counters, alarms
- Personal Information Managers (PIMS)
- Use of electronic mail (E-mail) for memory deficits

Managing the Physical Environment

- Room enclosures/cubicles to reduce auditory and visual distractions
- A private office space
- Use of "white noise" by using a sound soother/environmental sound machine
- Use of colored files
- Mapping of the workspace/office

ACCOMMODATIONS FOR WORKERS WITH LEARNING DISABILITIES (EXERCISE)

[Taken from actual cases reported to the Job Accommodation Network (JAN)]

SITUATION	*ACCOMMODATIONS*
1. A custodian was assigned several duties and had trouble remembering. He also had difficulty reading the job postings.	
2. A police officer had a learning disability and was diagnosed with an expressive writing disorder.	
3. A saw operator with a learning disability had difficulty measuring to the fraction of an inch.	
4. A computer programmer had a learning disability and deficiencies in reading, mathematics, and spelling. She was a learner with visual discrimination difficulties.	
5. A clerk with a learning disability maintained files and had difficulty categorizing and sorting paperwork.	
6. A clerk/receptionist with a learning disability had difficulty typing from the printed originals.	
7. An electronics repair student with a learning disability had difficulty reading.	
8. A typist with dyslexia was transposing the digits of telephone numbers.	
9. A juvenile officer with dyslexia had difficulty with follow-up casework.	
10. A child-care assistant with a learning disability had low reading skills.	
11. A clerk needed extra reinforcement when performing duties that included answering the phone, distributing pamphlets, entering "leads" into the computer, and answering questions.	
12. A dishwasher with LD had many tasks to complete. He had difficulty with organization and efficiency.	
13. A cutter with LD, a deficiency in mathematics, and difficulties with sequencing was responsible for cutting parts from foam sheets	
14. A record maintenance clerk with a learning disability and epilepsy was responsible for filing claims, searching for materials, and classifying material.	
15. An account clerk with Attention Deficit Disorder and a learning disability was having difficulty concentrating on her work.	

ANSWERS TO ACCOMMODATIONS EXERCISE

[Taken from actual cases reported to the Job Accommodation Network JAN]

	SITUATION	*ACCOMMODATIONS*
1.	A custodian was assigned several duties and had trouble remembering. He also had difficulty reading the job postings.	He was assigned only one job at a time. When a new position opened, Human Resources brought it to his attention rather than relying on him to read written job postings. [No cost to employer.]
2.	A police officer had a learning disability and was diagnosed with an expressive writing disorder.	The officer was allowed extra time to take examinations and was provided with a dictionary to use during the exams. [No cost to employer.]
3.	A saw operator with a learning disability had difficulty measuring to the fraction of an inch.	A small card to fit in a wallet was developed with the fractions listed on an enlarged picture of an inch. The employee could compare that fraction with the location on the ruler. [Cost: $5.]
4.	A computer programmer had a learning disability and deficiencies in reading, mathematics, and spelling. She was a learner with visual discrimination difficulties.	A schematic chart summarizing procedures was provided, as were tutorial readers and "talking back" auditory tapes.
5.	A clerk with a learning disability maintained files and had difficulty categorizing and sorting paperwork.	The office was rearranged to eliminate visual distractions. Task sequencing was used, as were reading templates, colored marker tabs, and incandescent lighting. [Cost: $20]
6.	A clerk/receptionist with a learning disability had difficulty typing from the printed originals.	To avoid skipping lines, an automatic line guide was provided, as were a lamp and magnified cursor. [Cost: $256]
7.	An electronics repair student with a learning Disability had difficulty reading.	A tape recorder for lectures, books on tape, and a survival reading skills class. [Cost $127]
8.	A typist with dyslexia was transposing the digits of telephone numbers.	Verbal verification of the phone numbers and extra time to proofread letters. [No cost to employer.]
9.	A juvenile officer with dyslexia had difficulty with follow-up casework.	A dictation machine was provided, plus weekly meetings with supervisors and casework forms. [No cost to the employer]
10.	A child-care assistant with a learning disability had low reading skills.	A video to teach a children's story and the hand motions to accompany the story. The employee viewed the video to prepare lessons. [Cost: $50]
11.	A clerk needed extra reinforcement when performing duties that included answering the phone, distributing pamphlets, entering "leads" into the computer, and answering questions.	A job coach was assigned for 2 weeks and then used as needed for reinforcement. [No cost to employer]
12.	A dishwasher with LD had many tasks to complete. He had difficulty with organization and efficiency.	A list of job duties (especially at closing time) was provided with words/pictures to help employee stay on task. [No cost to employer.]
13.	A cutter with LD, a deficiency in mathematics, and difficulties with sequencing was responsible for cutting parts from foam sheets	A pocket-sized card was developed w/math calibrations to help employee cut the foam sheets. [Cost: $25 for pocket cards]

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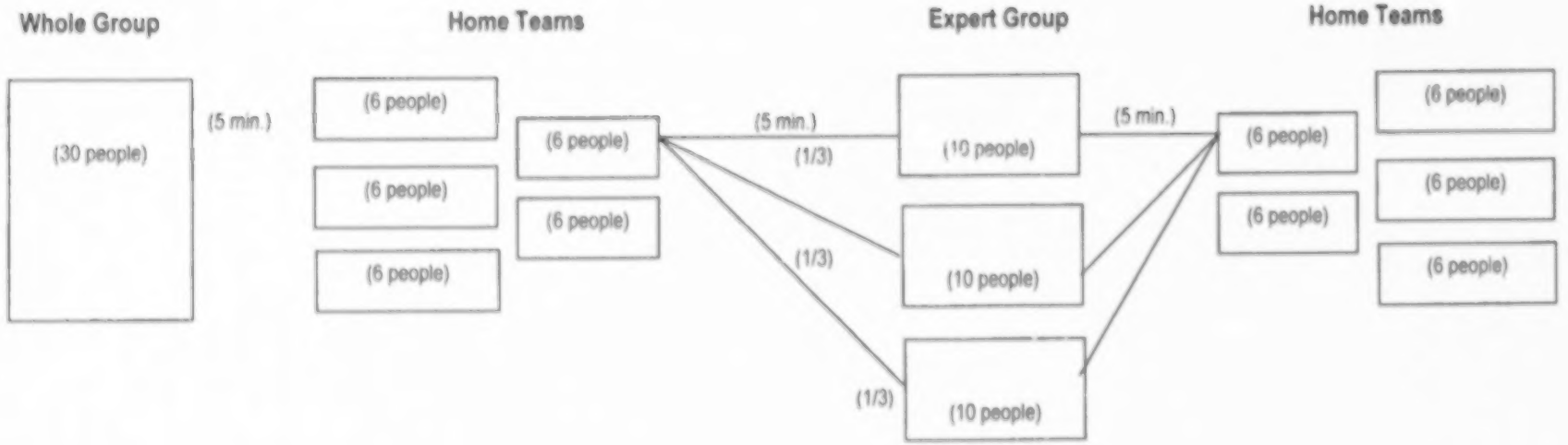
SITUATION	ACCOMMODATIONS
14. A record maintenance clerk with a learning disability and epilepsy was responsible for filing claims, searching for materials, and classifying material.	A job trainer re-trained him on many aspects of the job. [No cost to the employer.]
15. An account clerk with Attention Deficit Disorder and a learning disability was having difficulty concentrating on her work.	Office was soundproofed and employee provided a personal stereo w/nature sounds as white noise. [Cost: under $1000.]

COOPERATIVE LEARNING

"Jigsaw"



Instructions for Expert Groups

1. Read individually, the following (Estimated at 10 min. each):

   Members of Group "A": The Employee: Getting and Keeping a Job
   Members of Group "B": Disability-Friendly Strategies for the Workplace
   Members of Group "C": Psychosocial Issues in the Workplace

2. As a group, decide on the most important points that you need to teach other workshop participants in the 7 minutes you will have to teach. (15 minutes estimated to select points – maximum).

3. Decide what instructional strategies would be most effective for teaching those points. You may select individuals to do the teaching or use some form of team-or-group teaching. (10 minutes for choosing strategies and constructing any devices necessary.) **Try to find ways to make your 7-minute lesson creative and interesting so other participants will remember the contents.**

Note: Total teaching time of 3 expert groups = 21 minutes. Please select a time-keeper from each group to keep tasks 1, 2 and 3 above [and your teaching] on time.

HOME TEAM TASK

Directions: In 5 minutes, brainstorm 2 reasons for each of the following:

1. List 2 reasons why adults with LD have difficulty in securing a job.

_____

_____

_____

2. List 2 reasons why workers with LD have difficulty in keeping a job.

_____

_____

3. List 2 "disability-friendly" strategies that employers might use in the workplace.

_____

_____

_____

4. List 2 "psychosocial issues" that you feel workers with LD might have.

_____

_____

_____

READING FOR EXPERT GROUP A
The Employee: Getting and Keeping a Job

Employment for adults with learning disabilities holds many new promises but also continues to present new and continuing challenges. On the positive side, there are new legal protections, improved vocational rehabilitation systems, and increased knowledge about how to accommodate specific learning disabilities in the workplace. On the other hand, "people with disabilities, as a group, continue to experience extremely high unemployment rates – as high as 79% in some instances" [Gerber and Brown, 1997, p. 215]. People with learning disabilities, because LD is not readily apparent, often find it easier to obtain entry-level jobs than to keep them. They face a high probability of failure unless specific and individualized accommodations are provided.

What accounts for the dilemma of continuing high rates of unemployment in the face of improved opportunity? Some of those barriers are discussed below.

Employer Perceptions

Some studies suggest that employers are less sensitive to learning disabilities than to other, more visible disabilities and, therefore, more reluctant to provide accommodations for them. In addition, employers have a serious lack of knowledge about and ever more limited experiences with persons who have learning disabilities. There is a great need to educate employers about the nature of learning disabilities and, more specifically, how to accommodate those disabilities in ways that will improve the employee's productivity and job satisfaction.

Charitable appeals to employers should be replaced with specific illustrations of how adults with learning disabilities can meet the needs of employers. Profit, not charity, is the motive behind most business operations. And the success of the operation is more important to employers than whether or not workers with LD achieve greater independence. Much of this responsibility must be borne by the potential employee during job interviews. One such example is cited by Luecking [in Gerber and Brown, 1997 p. 219].

> During a job interview for archivist at a television studio, the potential employee cited his vast knowledge about television programming but added that he would need instructions in writing from his supervisor because he had an oral processing disability. He assured the employer that, with this small accommodation, his work would be exceptionally fast and thorough. He turned out to be one of the success stories.

An additional barrier is the reluctance or unwillingness of some *employers* to provide accommodations without a formal diagnosis. Given the reluctance of some *employees* to be identified or stigmatized by a learning disabilities label, this dilemma remains a major barrier to successful employment of adults with learning disabilities.

Employee Challenges

This workshop has already explored many of the skill challenges that adults with learning disabilities face and the concomitant manifestations that may interfere with successful vocational

adjustment. These challenges may include oral language difficulties, perceptual processing difficulties, problems with basic literacy, and socialization problems. These problems may manifest themselves in the following ways:

Time

- ✓ It may take a worker with learning disabilities longer than others to complete the same task.
- ✓ Other workers may have difficulty being on time [too late or too early] and may have difficulty meeting deadlines.

Basic Skills

- ✓ Workers with LD may have trouble with making change, completing forms, reading instructions, and writing memos.

Sequencing

- ✓ Workers with LD may have difficulty learning a sequence of required tasks, which means greater effort and longer time for training.

Social Skills

- ✓ More employees are fired because of inability to get along with fellow workers and/or supervisors than are fired for inability to perform their tasks. Workers with LD may be abrupt, interrupt inappropriately, or refuse to work collaboratively because they fear recognition of their disability.

Depending on the specific challenge, mediations include, but are not limited to, specific job accommodation strategies, better social skills training, and job support groups. It is, therefore, important during training to help adults with learning disabilities observe the following suggestions from the National Center for Learning Disabilities [July 2000].

Before the Job Search Begins. Searching for employment can be a long and difficult process. Success in the workplace begins with careful decision making.

- ✓ Match your interests with job prospects; look for openings in lines of work that will sustain your attention and keep you motivated.
- ✓ Identify tasks that you would find rewarding [research, physical labor, interacting with the public]; look for positions that tap these areas.
- ✓ Identify any skills [typing, filing, managing, supervising, organizing] that can contribute to your success.
- ✓ Consider your personality traits [outgoing, warm, shy] when choosing work; evaluate if the work setting is conducive to your needs.
- ✓ Be sensitive to your work values [working hard, helping others, maximizing free time] and be sure they coincide with the job requirements and are consistent with those of co-workers.
- ✓ Role-play the job interview process as a way to decrease anxiety and to build self-confidence.

Beginning the Job Search. Interviews, resumes, and applications are perhaps the most important elements in searching for a job. Potential employers often rely upon initial impressions when evaluating candidates.

- ✓ Avoid common mistakes on resumes and applications; read instructions carefully, be sure that all letters, resumes, and applications are thoroughly proof-read; submit only materials that are neat and easy to read; sign and date forms as requested; answer the questions!
- ✓ Be prompt to appointments; allow for unexpected delays in travel.
- ✓ Dress appropriately: as a general rule, formal business attire is recommended.
- ✓ Bring copies of materials with you; the person conducting the interview may not have seen your application file, and you may wish to refer to a document during your meeting.
- ✓ Be realistic about salary level and benefits; provide information about prior employment and speak openly about successes and frustrations.
- ✓ Seek information about potential employers before an interview; try to speak with someone who works for the firm or in the same industry.
- ✓ During the interview, be sure to emphasize your strengths as potential assets on the job.

Disclosing A Disability. According to the Americans with Disabilities Act [ADA], a qualified job candidate is someone who can perform essential work functions. Job applicants with disabilities *may not be disqualified or subjected to discrimination by virtue of their need for reasonable accommodations*. Information about the disability must be kept confidential and must not be disclosed without explicit [written] consent. In order to use these protections, individuals with LD should understand legal concepts such as "qualified" and being able to perform "essential functions," and when necessary to request "reasonable accommodations." In addition, they should be prepared to answer the following questions when they explain their disability or express their needs to employers:

- ✓ What exactly is your disability?
- ✓ What does *learning disability or dyslexia* mean?
- ✓ What kinds of modifications do you need in your work environment?
- ✓ What reasonable accommodations do you need? [Why and how do you see them as reasonable.?
- ✓ How can you best be efficient?
- ✓ Will your learning disability interfere with your productivity?
- ✓ If we need to train you, how do you learn best?
- ✓ Can you work well on a team?
- ✓ Can you be given a lead role in a work group?
- ✓ Why should I hire you when I can hire another person who doesn't have a disability? Aren't I taking a risk? [Gerber *et.al.* 1996 p. 101]

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READING FOR EXPERT GROUP B

Disability-Friendly Strategies for the Workplace

Employers who include learning disability issues in corporate diversity policies enrich and enhance workplace benefits in the new economy. Such benefits include diverse leadership, innovation, increase in overall morale, and the ability to cast a wider recruiting net. Outlined below are strategies to successfully incorporate persons with learning disabilities into the workplace.

Make a corporate commitment to include persons with learning disabilities among the stakeholders.
Is the CEO committed to a disability-friendly workplace? Is there a written document to all staff that affirms this commitment? Do corporate policies, procedures, and practices specifically mention learning disabilities? Do persons with learning disabilities serve on the board? Are employees and customers with learning disabilities seen in the annual report? Are workers with learning disabilities employed at all skill levels in the workforce, including senior management positions? Are products or services marketed to customers with learning disabilities? *CEO commitment means senior leadership will embrace learning disability policies and that the organization will "talk the talk and walk the walk."*

Educate all staff on learning disabilities.
Does new staff orientation include learning disability awareness training? Are training materials available in alternate formats such as large print or audio formats? Do employees with learning disabilities serve as mentors for new hires who do not have learning disabilities? *Providing disability education dispels myths and enables all staff to make sound learning disability employment decisions.*

Provide ongoing information on learning disabilities.
Are staff familiar with legislation pertaining to learning disabilities? Does staff receive learning disability information that could be helpful at work, at home, or at educational institutions? Is learning disability information provided routinely in the company newsletter or on an intranet site? Are learning disability resources in the community contacted to help workers return to the workplace as soon as possible or to provide screening or diagnosis of suspected learning disabilities? *Continued education enables employees to utilize pertinent learning disability information to resolve everyday family and worklife situations.*

Form a learning disability support group.
Do employees with learning disabilities meet to discuss disability employment issues? Does this group have authority to make recommendations to management? Is all staff aware of this group and the contributions it makes to corporate success? *Learning disability perspectives enable those employees to contribute their full work potential to corporate success.*

Accommodate applicants and workers with learning disabilities.
Is there a central source and budget for accommodations? Are applicants and employees informed that accommodations are available if needed? With permission, are employee success stories that demonstrate improved productivity based on accommodation shared with other employees? Does staff routinely stay abreast of new developments in universal and assistive technology? *An open policy on accommodations allows candidates and workers with learning disabilities to* ***demonstrate what they can do.***

Project a learning disability-friendly image to attract candidates and customers with learning disabilities.
Do college recruiters target students with learning disabilities when making campus calls? Do recruiters search for resumes on learning disability-related Web sites? Are publications directed to persons with learning disabilities targeted for company advertising? Are recruiters and other personnel responsible for establishing working relationships with community agencies serving applicants with learning disabilities? *Building relationships with community agencies increases referrals of candidates with learning disabilities.*

Hire applicants with learning disabilities.
Do recruiters regularly attend employment fairs for candidates with learning disabilities or target students at colleges with known populations of students with learning disabilities such as Gallaudet University? Are employees offered incentive bonuses for referring applicants with learning disabilities? *A diverse workforce includes employees with learning disabilities.*

Train and advance workers with learning disabilities.
Do employees with learning disabilities routinely participate in employer-sponsored training opportunities? If not, has this issue been brought before the Disability Support Group for recommendations? Are procedures in place to promote qualified employees with learning disabilities to management and supervisory positions? *Employers who "talk the talk and walk the walk" of learning disability employment promote qualified workers to upper management positions.*

Encourage staff to volunteer in the community.
Is staff encouraged to build relationships with learning disability community service organizations during work hours? Does staff make regular visits to high schools to inform administrators, teachers and students (including students with learning disabilities) about scheduled open houses and job trends in your industry? Are human resource staff instructing students with learning disabilities about how to set up a scannable resume or serving as mentors to graduating post-secondary students with learning disabilities to help them with their job search? *Employers who want to make a difference in the learning disability employment arena are eager to influence tomorrow's workers with LD and help job candidates with LD with their search.*

This information was prepared in cooperation with the Business Leadership Network (BLN), an employer-led endeavor of the President's Committee on Employment of People with Disabilities, supported by the U.S. Chamber of commerce. This program promotes best disability employment practices to enhance employment opportunities for job candidates who happen to have disabilities. For more information about the BLN and other programs of the President's Committee check out our Web site: www.pcepd.gov or call 202-376-6200.

REFERENCE

July 2000
President's Committee on Employment of People with Disabilities
1331 F Street, NW, Washington, D.C. 20004-1107
www.pcepd.gov

READING FOR EXPERT GROUP C
Psychosocial Issues In The Workplace

A Relationship of Psychosocial Issues To Learning Disabilities

Individuals with learning disabilities constitute the largest subgroup of Americans with disabilities. Many people with learning disabilities are able to find jobs, but they are often underemployed in entry-level, low-wage positions that do not match their potential (Werner 1993). Many professionals believe that some of the most influential factors in this bleak employment picture for adults with learning disabilities are various types of psychosocially related issues (Price, 1997). It has been suggested that children with learning disabilities are more vulnerable to emotional disturbances. Likewise many adults with learning disabilities who received psychological counseling as children have continued it into adulthood.

Definition of Psychosocial

The term "psychosocial" neatly summarizes two integral areas of the life of every individual. Those areas are: *the psychological aspects* [i.e., how one perceives and feels about oneself], and *the social aspects* [i.e., how one relates to and communicates with others in the everyday environment] (Price in Gerber & Brown, 1997). Psychosocial characteristics include: (a) self-concept, (b) social skills, (c) dependency or locus of control, (d) stress and anxiety, (e) various negative behaviors, and (f) depression and chemical dependency.

One cannot generalize these characteristics to all individuals with learning disabilities, although the literature clearly shows that many adults with learning disabilities may exhibit one or more of them over time.

Relationship of Psychosocial Issues to the SCANS Report

The Secretary's Commission on Achieving Necessary Skills (SCANS) (U.S. Department of Labor, 1991) was cited earlier in this session as it relates to competencies, skills, and personal qualities of workers. Several personal qualities and competencies are directly related to the psychosocial issues of adults with learning disabilities, as can be seen in the following figure.

Personal Qualities (Foundation):	***Psychosocial Qualities:***
1. responsibility and self-management	1. locus of control (dependency/independence)
2. self-esteem	2. self-concept
3. sociability	3. social skills
4. integrity	4. locus of control
(Note: Dependency on others can inhibit achieving personal integrity.)	

Of course, psychosocial issues don't occur only in the workplace. Adult Basic Education instructors who serve clients with learning disabilities in Athens, GA observed that:

> "Problems, like Mary's little lamb, often follow wherever one goes, including the workplace. Likewise, maladjustments from the job can affect the family routine and lifestyle. People are hired because the employing person is convinced that they can do the job; and people are fired because they cannot get along with co-workers or the boss or cannot conform to the routine. Personal- social skills

> greatly influence the quality of occupational and daily living skill performance." (Clark County Board of Education, 1985, pp. 1-2, in Gerber and Brown, p.286, 1997)

The Georgia educators' emphasis on personal skills critical for success in adult life mirror both the SCANS report and Maslow's stages of self-actualization. Psychosocial issues that adults with learning disabilities bring to all aspects of their lives have as far-reaching an impact as ripples in a pond when one stone is thrown into the still water. Thus, addressing psychosocial issues for individuals with learning disabilities can keep them from losing jobs, reduce job stress, and decrease the appalling unemployment rate for Americans with learning disabilities.

Today, few individuals, with or without disabilities, work alone in the workplace. Adults with learning disabilities interact with a wide variety of people in many different roles during the workday (e.g., friend, colleague, supervisor, supervisee, client, customer, etc). But we have already seen that many adults with learning disabilities find relating to others especially troublesome, due in part to low self-esteem, fear, dependency, and inadequate social skills. For instance, they may have difficulties that are detrimental to working relationships: misunderstanding verbal language or nonverbal social cues, communicating with supervisors or peers; requesting and comprehending feedback or criticism; and working as part of a team.

These psychosocial difficulties, in turn, become significant barriers to the networking that is so vital for employees to survive in today's workplace where downsizing and change may continue to be the norm well into the 21st century. Such problems may also keep adults with learning disabilities from developing alliances and friendships in the workplace.

Two Suggested Interventions

One resource that can be extremely beneficial to adults with learning disabilities who are struggling with psychosocial concerns is the group. Support groups and job clubs have proven to be a successful way to address a wide variety of psychosocial issues (i.e., inadequate social skills, negative self-concept, problems with communication) for those with learning disabilities. Group activities, especially those used in vocational settings, are excellent vehicles to reinforce self-actualization goals (i.e., self-realization, understanding personal strengths and weaknesses) and to practice or model successful group participation as required by the SCANS report.

At this time, it is still unclear who is responsible for providing assistance in the psychosocial arena to adults with learning disabilities as they graduate from education to employment. With ongoing corporate downsizing trends, human resources specialists in both large and small companies may hesitate to provide extra assistance to potential or currently employed individuals with learning disabilities. In that situation, vocational rehabilitation clients may wish to return to their case workers for additional assistance.

Because it is sometimes difficult to get adults to attend group sessions on a regular basis, it is important to lay the proper groundwork for the group from the first meeting following steps that have maximized the success of group activities:

- ✓ Determine the purpose of the group.
- ✓ Decide who will facilitate the group.
- ✓ Determine who will be the members of the group.
- ✓ Decide how individuals will be recruited for group membership.

- ✓ Decide when and where the group will meet.
- ✓ Design what will actually take place during group sessions.
- ✓ Build in allowances for the various learning styles of group participants.
- ✓ Evaluate the group when it is finished.

In addition to group activities, career counselors and vocational rehabilitation specialists often provide most of their services in individual, face-to-face sessions on-site at the workplace, in their offices, or at other convenient locations for the clients and counselors. Following are several hints for making the most of individual sessions and for guiding clients through the various stages of self-actualization.

- ✓ Provide regularly scheduled sessions. [Allowances for impromptu sessions are also helpful – especially in crisis situations.]
- ✓ Focus on one behavior at a time. [Allow the employee to focus his or her energy and concentration fully on each problem. When the individual thoroughly understands that situation, discussion may then shift to others.]
- ✓ Summarize each session. [Ask the employee to verbally summarize each session. [This provides closure for the employee and allows the counselor to assess the employee's understanding and plans for change.]
- ✓ Encourage self-monitoring of behavior. [Specific monitoring strategies can be taught that allow the individual with learning disabilities to begin taking control of his or her own behavior.]
- ✓ Use relaxation activities. [Excessive frustration and stress that accompany coping with learning disabilities in the workplace can disrupt cognitive processing for many employees who already have difficulty in retrieving, understanding, and retaining new knowledge. Relaxing techniques can first be taught by the specialist. The employee can then use them independently as needed.

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SPOTLIGHT ON MODEL PROGRAMS IN THE WORKPLACE

Cisco Networking Academy Program

The Need for Internet Education

There will be over three million job openings for Internet specialists in the next six years! Over 400,000 of those jobs will remain unfilled. According to an ITAA report, over the next 3 to 5 years, Instructional Technology [IT] and non-IT companies will have the greatest demand for professionals with networking-and-web-related skills.

The Internet and Education as Great Equalizers

Many adults with LD find computers to be a LD-friendly. Cisco believes that unique learning needs shouldn't stop adults from taking advantage of all the opportunities offered. "The Internet is capable of eliminating the time, geographic, socioeconomic, racial and ethnic boundaries that can limit access to education and advancement." E-learning is highly effective in reaching disadvantaged, learning disabled, and at-risk communities worldwide.

What Cisco Networking Academies Offer

The Cisco Networking Academy Program is a comprehensive e-learning program offering 10 semesters that provide students with the Internet technology skills essential in a global economy. It is designed to teach students to design, build, and maintain computer networks. The Networking Academy program delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry-standard certifications. The personalized learning delivered over the Cisco Global Learning Network features Internet-based assessment, which provides immediate feedback to students, instructors, and administrators about the learning outcomes achieved. The Networking Academy, available through high schools, colleges, and adult education programs, is being closely examined by CISCO to ensure that it is accessible to students with learning disabilities.

The Cisco Networking Academies Curriculum Design

"The curriculum was developed by education and networking experts, and is aligned with U.S. national math and science standards and workplace skills (SCANS). Students develop the critical skills needed to succeed in a changing economy: math, science, problem-solving, reading and writing and the ability to work productively with people from different backgrounds."

The Scope and Development of the Cisco Networking Academies

There are over 8,000 Networking Academies in more than 130 countries and all 50 U.S. States. More than 232,000 students are currently enrolled in 8,431 Academies. Because schools have insufficient IT resources to manage education networks, successful seminars on networking grew into development of the Academy curriculum. Cisco has invested over $20 million in this program.

See The National Center for Learning Disabilities' "Living With LD" on http://www.livingwithld.org/program_home.cfm

SPOTLIGHT ON MODEL PROGRAMS IN THE WORKPLACE

The Marriott Foundation Bridges Program

Persons with disabilities are an often overlooked source of entry-level workers. The Marriott Foundation for People with Disabilities, founded by the family of J. Willard Marriott, has helped place high school graduates with disabilities in jobs with leading companies through *Bridges -From School to Work*. Bridges connects persons with LD to the right job and the right employer. It's a win/win situation: adults get placed in a job that matches their skills and interests while the employer gets access to a new, batch of entry-level workers.

To ensure that the employer/employee relationship that develops provides mutual benefit, Bridges focuses on three critical issues:

- The appropriateness of the job match;
- The commitment and comfort of the employer and employee with the employment situation; and
- The availability of support to all parties as the employment relationship develops.

Staff work with potential employers and with youth to ensure successful placement, and they continue to provide post-placement support.

Since 1990, *Bridges* has expanded to Chicago, San Francisco, Washington (DC), Los Angeles, Atlanta, Fairfax County (VA), and Philadelphia. Operating primarily in major urban centers, *Bridges* has placed more than 5,000 persons into competitive employment with over 1,500 different employers; eighty-nine percent of those who successfully complete the program receive offers of ongoing employment.

Students in their last year of high school should check with their guidance counselors or school administration about joining the Marriott Foundation's *Bridges* program. It can make the transition from school to work easier.

See The Marriott Foundation Bridges Program on **http://www.marriottfoundation.org/facts.htm**

SPOTLIGHT ON MODEL PROGRAMS IN THE WORKPLACE

Ford Financial Credit

Ford Financial Credit, in collaboration with the National Center for Learning Disabilities and the International Dyslexia Association (IDA), has launched a program focusing on awareness of learning disabilities. The program, called LD in the Workplace, was launched in August 2000. It's purpose is to increase awareness of the contributions those with LD can make to the company's success.

LD in the Workplace includes a "Lunch and Learn" series that kicked off in September 2000 with Mary Ann Corley, Ph.D., a member of NCLD's Professional Advisory Board. Dr. Corley spoke at a customer service center in Colorado Springs, CO on adults with LD and how they deal with careers, families, relationships, and other issues. In October, Dr. Henry Shapiro spoke on ADHD in Tampa, FL. And in November, NCLD's Dr. Sheldon H. Horowitz spoke on parent and school partnerships in Nashville, TN. These sessions were videotaped and the tapes made available through the Ford Credit learning differences library.

NCLD and IDA co-developed a brochure with Ford Financial, ***Helping Children Learn: Information on Learning Differences***, and a resource list that has been distributed to employees. Both are available on the Ford Intranet employee web site. The next phase of the program focuses on how Ford Financial Credit can become an "LD-friendly" place to work. This program phase, called Workplace Integration, looks at how the company does business relative to its employees in the areas of communication, training, treatment, recruitment, testing, and supervisory development.

Don Winkler, CEO of Ford Financial Credit reminds employees that "a workplace that acknowledges and accommodates learning differences positions Ford Credit as an employer of choice in recruitment, retention, and compassion."

See The National Center for Learning Disabilities' "Living With LD" on
http://www.livingwithld.org/program_ford.cfm

TRANSPARENCY MASTERS FOR SESSION 2

AGENDA

- Welcome Back and Objectives
- Legal Rights and Accommodations
- Readings on LD in the Workplace, A Jigsaw Activity
- Reports from Interim Assignments
- Spotlight on Model Programs in the Workplace
- Wrap-up and Evaluation

Objectives

By the end of Session 2, participants will be able to:

- **Identify the legal rights of workers with LD**
- **Suggest possible workplace accommodations for employees with LD**
- **Discuss issues for workers with LD in getting and keeping a job**
- **Identify disability-friendly strategies for the workplace**
- **Recognize psychosocial issues for workers with LD**
- **Present a professional development sequence and lesson plans appropriate for workplace literacy programs**
- **Identify 3 model programs in the workplace**

THE CHANGING WORKPLACE

The Workplace that:

	once emphasized:		now emphasizes:
1.	stability, structure	1.	responsiveness, change
2.	employers, managers	2.	employees
3.	product	3.	value-added, quality
4.	"work harder"	4.	"work smarter"
5.	a few skills	5.	multiple skills
6.	linear thinking	6.	global thinking
7.	a limited focus	7.	diversity
8.	separateness	8.	connectedness
9.	a finished product	9.	an ongoing process
10.	doing	10.	learning
11.	following	11.	leading
12.	working for others	12.	working for self
13.	position, title	13.	skills
14.	local, national	14.	international

- The vast majority of forms and materials that workers deal with (e.g., memos, manuals, troubleshooting, directions, new product information) is written at high school to college level.
- As the workplace makes technological and organizational changes, more and more workers are expected to work with print materials.
- Workers often are expected to be more flexible and able to do each other's jobs, and on occasion, they are expected to independently manage unfamiliar information.
- If an adult wants to avoid literacy use, there a few occupations where one can find work.

[Source: Mikulecky, L. (1995). Literacy Practices in Today's Workplace. *Linkages*, 2(1), 1-2. Newsletter of the National Adult Literacy and Learning Disabilities Center, Academy for Educational Development, Washington, D.C.]

T-C

DEFINITION OF ACCOMMODATIONS

An accommodation:
is any change needed to help the employee learn the skill required to perform the job.

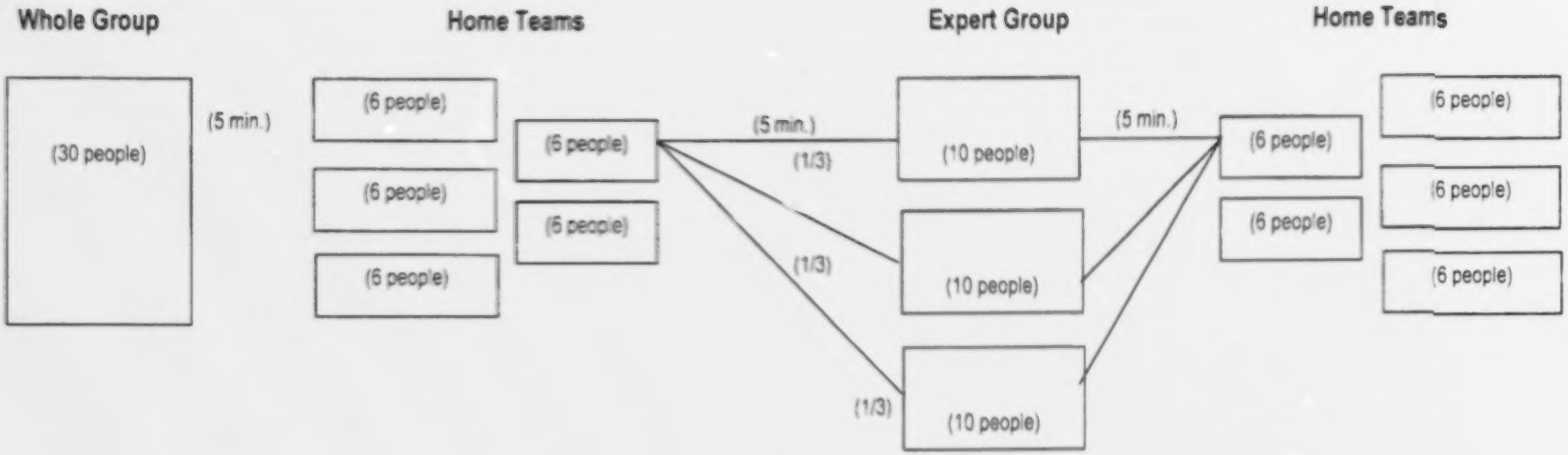
It may mean:
- ✓ Using different kinds of learning materials;
- ✓ Using special equipment, such as a computer or a calculator;
- ✓ Having a special tutor or work "buddy" to help on the job;
- ✓ Using auditory aids and services.

An accommodation:
- ✓ does not include making changes in rules to make it easier for the person with LD to perform the work than for other employees; and
- ✓ should not create an "undue hardship" for the employer. It is not necessary to provide the most expensive accommodation, just one that will help the employee do what needs to be done.

T-D

COOPERATIVE LEARNING

"Jigsaw"



APPENDIX A
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APPENDIX B
Online Resources

Online Resources

ABLE to Work

http://www.abletowork.org/

Consortium is dedicated to increasing the employment of people with disabilities through a coordinated effort of North America's largest employers.

ADA Technical Assistance Centers

http://www.adata.org/

A comprehensive resource for information on the Americans with Disabilities Act.

The Job Accommodation Network

http://janweb.icdi.wvu.edu/

The Job Accommodation Network (JAN) is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities.

Jobs Unlimited

http://www.jobs-unlimited.org/

Jobs Unlimited is an employment agency for men and women with an intellectual handicap.

Marriott Foundation Bridges Program

http://www.marriottfoundation.org/

The Marriott Foundation helps students make the transition from the classroom to the office.

National Center for Learning Disabilities

http://www.ncld.org/

The Center provides national leadership in support of children and adults with learning disabilities.

Project Hired

http://www.projecthired.org/

Assists individuals with disabilities in gaining competitive employment and pursue career development

Resource Partnership

http://www.resourcepartnership.org/

The Resource Partnership is a private employer-managed membership organization committed to the successful employment of both individuals with disabilities and their employers.

Social Security Administration Office of Employment Support Programs

http://www.ssa.gov/work/

The agency works to promote the employment of Social Security beneficiaries with disabilities

Vocational Rehabilitation State Offices

http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM

The website provides links to local vocational rehabilitation offices.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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